DOCUMENT RESUME

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IDENTIFIERS	Interstate Distributive Educ Curriculum Consortium

ABSTRACT

A core curriculum, training plans, and implementation guide developed by the project are included in this final report, which describes activities to resolve problems encountered by teachers using the IDECC (Interstate Distributive Education Curriculum Consortium) system designed for distributive education (DE) and diversified cooperative training (DCT) programs. The implementation guide gives information on (1) preparing IDECC materials for use, (2) becoming acquainted with learning activity packages, (3) use of the system, (4) the core curriculum , and (5) training plans. The competency-based core curriculum, part 1 of a curriculum for DE-DCT programs (junior year), includes an implementation guide and DE, DCT, and economics-career exploration-employability skills curricula. Each core curriculum presents instructional units composed of topics based on competency statements with IDECC code, number of behavioral objectives, and suggested learning resources. An implementation guide, sample training agreement, and training plans for twenty-two occupations comprise part 2 of the curriculum (senior year) competency-based training plans. Competencies not included in the core curriculum have been grouped to form instructional topics. Teachers and training sponsors select tasks/competencies to be developed at the training station or through one of five different instructional strategies. (YLB)

ED182506

DEMONSTRATION OF THE COMPETENCY-BASED CURRICULUM FOR DISTRIBUTIVE EDUCATION AND DISTRIBUTIVE COOPERATIVE TRAINING PROGRAMS

FINAL REPORT

PROJECT NO. BVTAE-76-WV-79-E-9

PROJECT DIRECTOR: LE VENE A. OLSON

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JANUARY, 1980

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MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA

CE 024 046

MAR 1 4 1980

Final Report of Subproject

Exemplary State of West Virginia

Title of Subproject: Demonstration of the Competency-based Curriculum for Distributive Education and Distributive Cooperative Training Programs

Agency/Institution Conducting Activity: Marshall University

Date Project Completed: December 31, 1979

Approved Budget and Actual Costs Incurred

Line Item	Approved Funds	Actual Cost*	Other Funds Budgeted	Actual Costs
Personnel	$14,400.00	$13,728.00		
Consultants	450.00	300.00		
Benefits	2,160.00	1,664.06		
Travel	6,436.00	4,459.22		
Supplies	200.00	517.11		
Communications	150.00	19.76		
Printing	1,200.00	1,034.62		
Indirect Costs	2,000.00	1,297.64		
Total	26,966.00	23,020.41		

*These figures are estimated. Actual figures will be compiled by the Accounting Office and forwarded by the project director.

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.:	2. GRANT NO.:
BVTAE-76-WV-79-E-9	MJ 79-01-002

3. TITLE OF PROJECT: Demonstration of the Competency-Based Curriculum for Distributive Education and Distributive Cooperative Training Programs

4. GRANTEE ORGANIZATION:	5. PROJECT DIRECTOR:
State of West Virginia	Dr. LeVene A. Olson

6. PERIOD COVERED: FROM	TO
8/20/78	12/31/79

7. ACCOMPLISHMENTS *(including significant findings)* DURING THIS PERIOD. *(Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.)*

Teachers received training in implementing competency-based curriculum through a workshop and on-site visits. Products developed during the project include a core curriculum, training plans, and an implementation guide.

8. MAJOR ACTIVITIES AND EVENTS.

The major activities were the workshop and the development of the core curriculum.

9. PROBLEMS.* *(Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)*

Unable to employ an implementation coordinator until February 1, 1979. An extension was requested and granted so that the project ran to 12-31-79.

10. PUBLICITY ACTIVITIES.* *(Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)*

N/A

11. DISSEMINATION ACTIVITIES.* *(Describe method of dissemination; identify recipients of dissemination activities.)*

Core curriculum and Training Plans were described and distributed to teachers by the project director and the project coordinator at the West Virginia Vocational Association Conference in Morgantown in August, 1979.

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

The participating teachers evaluated the project through a mail survey. The participants reacted favorably to the development of competency-based curriculum and the assistance provided to them in learning how to use competency-based materials.

13. OTHER ACTIVITIES.*

N/A

14. STAFF EMPLOYMENT AND UTILIZATION.* *(Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)*

Robert G. Mobley was employed as project coordinator

15. STAFF DEVELOPMENT.* *(Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)*

N/A

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

16. PARTICIPANT CHARACTERISTICS:

a. FOR ADULT EDUCATION TEACHER TRAINING *(13.402)* AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.416, 13.417, 13.503, 13.504, 13.506, 13.506, 13.545, and 13.546)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]											
ADMINISTRATORS											
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS											
TEACHERS									5	7	12
PARAPROFESSIONALS											
OTHERS *(Specify)*											
SECONDARY[2]											
TOTALS									5	7	12

1 PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED
2 PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

b. FOR ADULT EDUCATION SPECIAL PROJECTS *(13.401)* PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR: _____ DATE: _____

OEA DC 75-4853

Rationale

While nearly everyone endorses the concept of competency based education, (CBE), it is the teacher who is faced with the challenge of making it work.

One of the first forms of CBE was the Interstate Distributive Education Curriculum Consortion (IDECC) system which was designed for Marketing and Distributive Education. The IDECC system provides teachers with: (1) validated competency statements, (2) behavioral objectives, (3) criterion reference measures, (4) suggested learning activities, and (5) suggested resources.

Teachers have failed to use the IDECC system. This is due to problems of managing the IDECC system. Designers of the IDECC system failed to recognize that teachers may not have: (1) the free time to organize the system, (2) duplicating equipment at their disposal, and (3) resource materials which support the system.

The Problem

Marshall University in cooperation with the Bureau of Vocational, Technical, and Adult education utilized an implementation coordinator to resolve some of the apparent problems encountered by teachers using the IDECC system.

Objectives

Objectives of the project are as follows:

A. Demonstrate the effectiveness of the IDECC system

B. Determine the effect of using an implementation coordinator

C. Evaluate the effectiveness/feasibility of the IDECC system

D. Recommend revisions to the IDECC system

E. Identify implementation problems

F. Develop an implementation guide

G. Identify sex bias/sex role discrimination of the IDECC system

Experimental Schools

The four types of programs which exist in West Virginia were included in the project. The four types of programs are as follows:

(1) Capstone Program

(2) General Program

(3) High School Program

(4) Vocational-Technical Center Program

An experimental group of twelve schools was identified for the implementation coordinator to work with in implementing the IDECC system. The schools were selected by the State Supervisor for Marketing and Distributive Education. The twelve schools selected are as follows:

(3) High School Programs

Frankfort High School, Ridgeley
Valley High School, Smithers
Charleston High School, Charleston
Huntington High School, Huntington

(4) Vocational-Technical Center Programs

Boone County Career & Technical Center, Danville
Fayette Plateau Vocational-Technical Center, Oak Hill
McDowell County Vocational-Technical Center, Welch

(2) General Programs

Man High School, Man
Barboursville High School, Barboursville
Sissonville High School, Sissonville
Poca High School, Poca

(1) Capstone Program

Taylor County Vocational-Technical Center, Grafton

The Bureau of Vocational, Technical, and Adult Education provided each participating school with two thousand dollars for the purchase of necessary instructional resources. The implementation coordinator assisted each teacher

identify the appropriate resources to support and facilitate the IDECC system.

IDECC Workshop

The implementation coordinator organized a three-day IDECC workshop in April. Teachers in each of the twelve project schools and other instructors identified by the State Supervisor were included in the workshop. Sixteen teachers participated in the workshop. Two project teachers were unable to attend. They were the teachers from Taylor County Vocational-Technical Center, and Poca High School. These programs were included in the project after the workshop.

The workshop concentrated on developing in each teacher an understanding of the need for competency-based education (CBE) and how the IDECC system meets this need. During the workshop, teachers filed IDECC LAPS by competency, discussed the philosophy of testing, identified objectives, developed a curriculum guide, and determined alternative instructional methods.

Curriculum Development

In an effort to insure use of the IDECC system, a two-part curriculum was developed. The first part of the curriculum (junior year) consists of a Core Curriculum. This is included in Attachment 1. The second part of the curriculum (senior year) is prepared in the form of Competency Based Training Plans. These training plans are included in Attachment 2.

The Core Curriculum consists of competencies common to all occupations selected by Marketing and Distributive Education students in West Virginia. Enrollment records for the past four years were analyzed to determine occupations students had selected as their career objectives. The next step involved identifying those competencies which were common to all occupations. These common competencies comprise the core curriculum. A competency was considered common if eighty-five percent of the students needed it in their

occupation.

Once an initial draft of the core competencies was completed, Marketing and Distributive Education teachers were asked to evaluate the results by agreeing or disagreeing with the content. Based on the response from the teachers, a revised Core Curriculum was prepared.

The Core Curriculum is comprised of four sections: Marketing, Economics, Career Exploration and Employability Skills, The justification for each section is as follows:

1. Marketing: This is the discipline of distribution and thus forms the major area of study for any vocational program preparing students for careers in marketing and distributive occupations. The functions and critical study areas include advertising, display, management, merchandising, operations and selling. Also included in the section are the applied areas of communications, human relations, mathematics and product/service technology. Together the above ten areas form the instructional divisions of the marketing section.

2. Economics: Most students and even some teachers do not fully understand or appreciate the effect our economic system has on the way we live and work. IDECC has developed its first new instructional section, Marketing and Economics. The competencies listed are those most common to all occupations.

3. Career Exploration: Few students are capable of choosing a career objective during their junior year. For this reason, career exploration is a part of the Core Curriculum. It is presented prior to the time students are asked to select a career objective. The competencies listed in this section are new, the result of synthesizing information found in several publications. Due to a lack of adequate preparation time, no behavioral objectives, criterion reference measures, or suggested learning resources have been developed or identified.

4. Employability Skills: Competency statements are given in an effort to provide students a guide to teachers in preparing students to enter the labor force during their senior year. This section deals with two major areas, occupational awareness and employment process skills. The competencies have been derived from "Common Competencies to all Occupations." Objectives and suggested learning resources may be found there.

The Core Curriculum was designed to ease the teacher's burden in implementing the IDECC system. The Core Curriculum identifies the competencies that should be developed by all students, regardless of their individual career

objective.

The Competency Based Training Plans comprise the second part of the curriculum. A training plan serves as an instructional guide detailing the specific tasks that the student must be able to perform in order to accomplish the duties of his/her career objective.

After each student has selected a career objective, the teacher selects the matching training plan. Upon visiting the training station, the teacher and training sponsor decide what tasks/competencies are to be developed through specific related instruction. Twenty-two occupations are represented in this part of the curriculum.

The training plans represent middle level occupations rather than specific job titles. If a student wishes to be a hotel/motel reservation manager, the appropriate training plan would be hotel/motel which includes such jobs as assistant manager, bell captain, night auditor, recreation director and purchasing agent. In this manner the student is able to develop career level competencies and not be limited to preparing for a single job.

Competencies required for each mid-level occupation were identified, then all competencies already included in the core curriculum were removed. The remaining competencies were then grouped together to form instructional topics. These topics were then reworded to read as closely as possible to a task statement. Thus the training plans are presented as a series of task statements.

Implementation Guide

The IDECC Implementation Guide was developed to assist Marketing and Distributive Education teachers become familiar with the IDECC System. The guide includes step by step information on:

1. Preparing IDECC materials for use
2. Becoming acquainted with LAP's

4. Use of the IDECC system
5. The Core Curriculum
6. Training Plans

The IDECC Implementation Guide is included in Appendix A.

Evaluation

Methods

The teachers who participated in the project were asked to respond to a series of questions related to their perception of the IDECC system and the use of an implementation coordinator. Survey forms were mailed to the twelve participants with a self-addressed, stamped envelope. The participants were asked to candidly evaluate the project and return the survey form, unsigned to the project director.

Ten of the twelve survey forms were returned. One participant answered the questions related to the IDECC system but failed to respond to questions about the implementation coordinator's assistance.

Results

The survey indicates that:

1. Considerable progress has been made by the project participants in the use of the IDECC system. They were asked to indicate the degree of utilization of objectives, tests, IDECC content, and commercial materials in March prior to assistance and in November following the workshop and assistance with implementation. See Table I and Figure A.
2. The respondents indicated that for the most part the visitations and assistance by the implementation coordinator benefited the program in specific ways. An exception was in the area of assistance

Table 1

Utilization of Elements of the IDECC System, N=10

	Performance Objectives		Pre-Post Tests		IDECC Content		Commercial Resources	
	Mar.	Nov.	Mar.	Nov.	Mar.	Nov.	Mar.	Nov.
Complete Utilization	1	5	3	6	2	5	2	7
Partial Utilization	3	4	2	2	3	4	4	3
Not Utilized	6	1	5	2	5	1	4	0

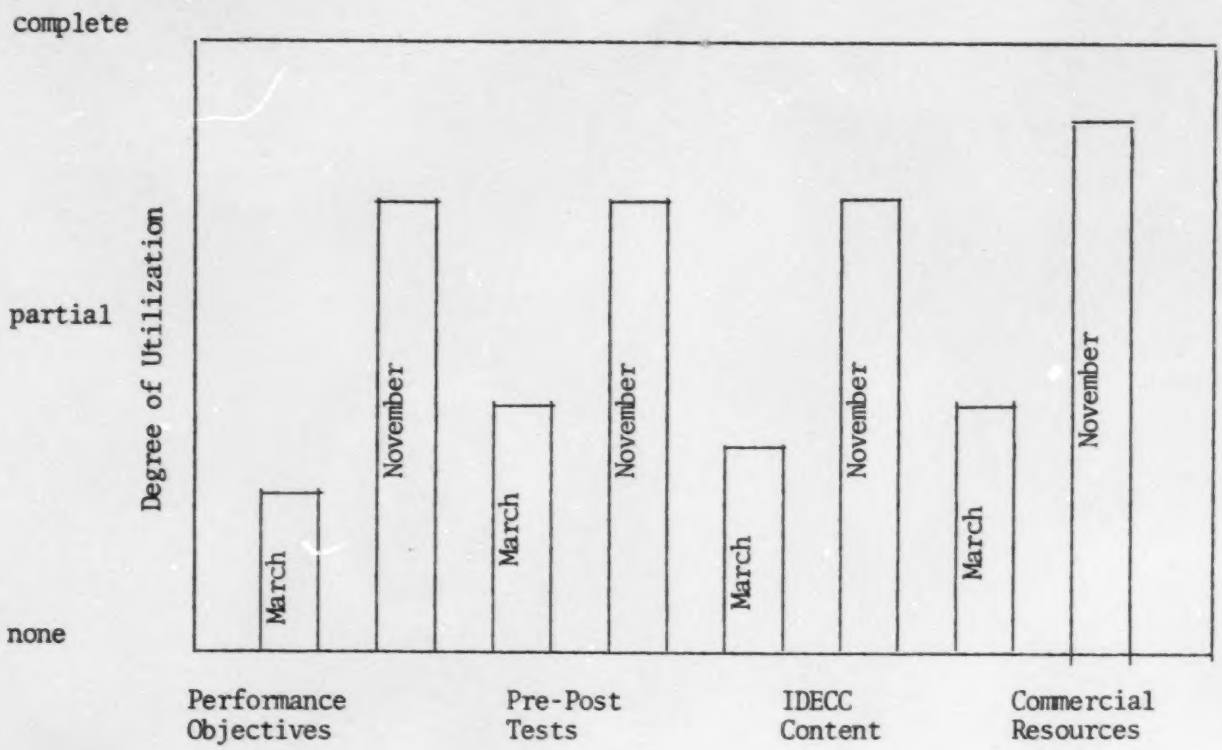


Figure A Elements of the IDECC System, N=10

in using related instruction for students. Fifty percent of the participants indicated that the implementation coordinator did not provide assistance in this area. See Table 2.

3. Seventy percent of the participants indicated that future assistance with the IDECC system by an implementation coordinator should be continued in the project schools. See Table 3.
4. Eighty percent of the participants indicated that future program assistance should be provided to all programs in the State. It was suggested that this assistance be provided by the project teachers or other teachers who possess a thorough understanding of the IDECC system rather than an implementation coordinator. See Table 3.
5. Comments of the participants on the survey form indicate that:

   A. The project appears to be helpful to teachers in making better use of the system. More assistance needs to be provided in identifying the curriculum needs of adults.

      The Core Curriculum and Training Plans are helpful to teachers in identifying competencies to be taught in Marketing and Distributive Education. The IDECC system is viewed as a library of useful information.

   B. The implementation coordinator appeared to be too authoritative. The purpose of the on-site visits were often viewed as an evaluation of the teacher rather than to provide assistance with the curriculum. In some cases, teachers felt like they experienced undue pressure during the on-site visits.

   C. Continued assistance in new program developments in the fields of education and business should be provided. It was suggested that project teachers and other knowledgeable teachers be used to

Table 2

Implementation coordinator's assistance to the program

	YES	NO
Curriculum Development	88%	12%
Resource Identification	88	12
Implementing Instruction	77	23
Using the IDECC System	88	12
Adapting the IDECC System	80	20
Using Related Instruction	50	50

Table 3

Future assistance with the IDECC System

	YES	NO
Continued in project schools	70%	30%
Expanded to other programs	80	20

provide assistance in curriculum and program development.

Appendix A

IMPLEMENTATION GUIDE

INTRODUCTION

In the early 1970's, a group of state organized into a cooperative (consortium) for the purpose of preparing competency based curriculum for marketing and distributive education. These states identified themselves as the Interstate Distributive Education Curriculum Consortium (IDECC). The materials which were developed in the various states make up the IDECC system. The materials were developed in the form of Learning Activity Packages (LAPs).

The original IDECC LAPs were based on Professor Lucy Crawford's study: "A Competency Based Pattern Approach to Curriculum Construction in Distributive Teacher Education." Thes study used practioners, teachers, supervisors, and professors to research sixty-nine distributive and marketing occupations. A task analysis was performed which yielded nine hundred eighty-three competencies.

IDECC published its first set of competency based instructional materials in 1974. The nine hundred eighty-three competencies are combined into ten instructional areas. These instructional areas in marketing and Distributive Education are Advertising, Communications, Display, Human Relations, Mathematics, Merchandising, Management/ Operations, Product/Service Technology, and Selling.

These new materials were developed in the form of Learning Activity Packages (LAPs). Five hundred LAPs were designed to be used either as an individualized instructional system or for group instruction.

A file cabinet is used so that the IDECC system can be arranged by competency number. The LAP with the single objective will contain:

1. Pretest
2. Learning Activities Guide
3. Handouts - transparency masters, etc.

4. Learning Manager's Guide
5. Pretest Key
6. Post Test
7. Post Test Key

Some learning outcomes require more than one objective. If the competency has more than a single objective, the identical LAP elements will appear, but in the following order:

1. Pretest
2. Learning Activity Guide
3. Handouts
4. Pretest - Objective B
5. Learning Activity Guide
6. Handouts
7. Learning Manager's Guide
8. Pretest Keys - all objectives
9. Post Test - all objectives
10. Post Test Keys - all objectives

The IDECC system assists the teacher master his/her curriculum by providing the necessary instructional ingredients. The IDECC system is viewed as a teaching tool. It is the means to an end, not an end in itself.

Section II

PREPARING THE MATERIALS FOR USE

(Adapted from IDECC Operations Handbook)

ORDERING AND RECEIVING NECESSARY MATERIALS

In addition to the 500 LAPS, there are three items which are helpful in implementing the IDECC system. These items are:

1. Competency Labels
2. Divider Sheets
3. 983 File Folders

These items can be obtained by contacting IDECC headquarters at 1166 Chesapeake Avenue, Columbus, Ohio, 43212 (Phone 614-486-6345). After giving the school or business purchase order number to a member of the IDECC staff, your order is processed and the materials shipped to you by United Parcel Service. It takes approximately three days from the date the order is received to the date it is shipped.

A description of these materials and reasosn why they are needed include:

1. Competency Labels:

   Since the instructional materials within a LAP need to be filed for student use, it is necessary to obtain file folder labels. There are 983 labels, one for each competency. The labels contain the competency number, competency area, and the LAP number. The labels are printed on adhesive-backed paper and are perforated for placement on two or three-cut file folders. Folders containing pretests, learning activities, and handouts are placed in the file cabinet in numerical order by competency number.

2. Divider Sheets:

Each of the 500 LAPs have been printed on both sides of a page and contains both student and teacher materials. At times, one competency may end on one side of the page and the next competency may begin on the reverse side. In order to divide the materials within a LAP by competencies, divider sheets must be used.

BECOMING ACQUAINTED WITH THE LAPS

A set of LAPS comprises 15,800 pages and is packaged in sections by instructional areas (Advertising, Communications, Display, Human Relations, Mathematics, Merchandising, Product and Service Technology, Operations, Management and Selling). You should have received these sections in the form of eleven individually wrapped packages. The reason for eleven rather than ten is that the Selling section is divided into two parts, Selling A and B, because of its length.

To become acquainted with the LAPs, begin with the Advertising section. Remove the wrapping from the Advertising LAPS and notice that the pages are loose-leafed and have been printed on both sides. By flipping through the pages, you can see that each LAP begins with an illustrated cover page that contains:

1. Name of the competency area in the upper left and right hand corners of the page (in this case, Advertising).
2. A LAP title that is boxed in at the top of the page. The title of Advertising LAP 1 is, "Uses and Purposes of Promotional and Institutional Advertising".
3. A LAP number located beneath the title. This is the number that gives the order of the LAP within a competency area.
4. Numbers in the upper left and right hand corners of the page. These are the computer code numbers of the competencies contained in the LAP. In Advertising LAP 1, there are eleven competency code numbers listed in a recommended dequential order beginning with 011,

and ending with 001. The asterisk beside 001 means that this competency is considered to be the most critical one in the LAP.

5. Numbers at the right edge of the page. These numbers represent the competency area and the numbers of the pages within that area. For example, 303:1 represents page 303 in the Advertising competency area: 113:6 represents page 113 in the Merchandising competency area, etc.

6. A brief description of the contents of the LAP is centered at the bottom of the page.

This type of information is found on the cover pages of all LAPS and is presented in the same format. You will discover, however, that the number of competencies contained in a LAP varies with different LAPS "within" a competency area and "among" the ten areas.

Pretests follow the cover page in each LAP. Refer to Advertising LAP 1 and look at the pretest for competency 011. Notice the "A" beside the competency number in the upper corners of the page? It represents the first objective for competency 011 and in this case means that this is the pretest for the first objective. Turning the pages until you come to side number 11:1, you will see pretest for 011-B. This is the pretest for the second objective of competency 011. When a "C" appears beside the competency number, it represents the third objective, a "D" the fourth, and an "E" the fifth. Seldom does a competency have more than five objectives and more commonly it will have only one or two.

Now turn back to pages 8:1 and 9:1. These are the learning activity pages for objective A, competency 011. You can see that there are opportunities for both individual and group work as indicated by the "individual" or "group" in the left hand margin beside each activity. You may want to take a few minutes to review the types of activities presented.

Handout #1, dealing with the purposes of Advertising, is required for the first individual activity and is located on page 10:1. The next item you will see is the pretest for the second objective (B) on page 11:1 and the same pattern occurs again: pretest, learning activities and handouts. These three LAP components are the only ones that the students will be using.

Additional material for this competency include: The Learning Manager's Guide, page 15:1, which lists prerequisite competencies, the competency statement, and comments and suggestions regarding each of the learning activites; the pretest keys for objectives A and B, pages 17:1 and 18:1; the posttests (A and B), pages 19:1 - 25:1; and the posttest keys, 26:1 - 27:1. Page 28:1 begins a new competency, 075, and you will find that the format and sequence of the materials are the same as for competency 011.

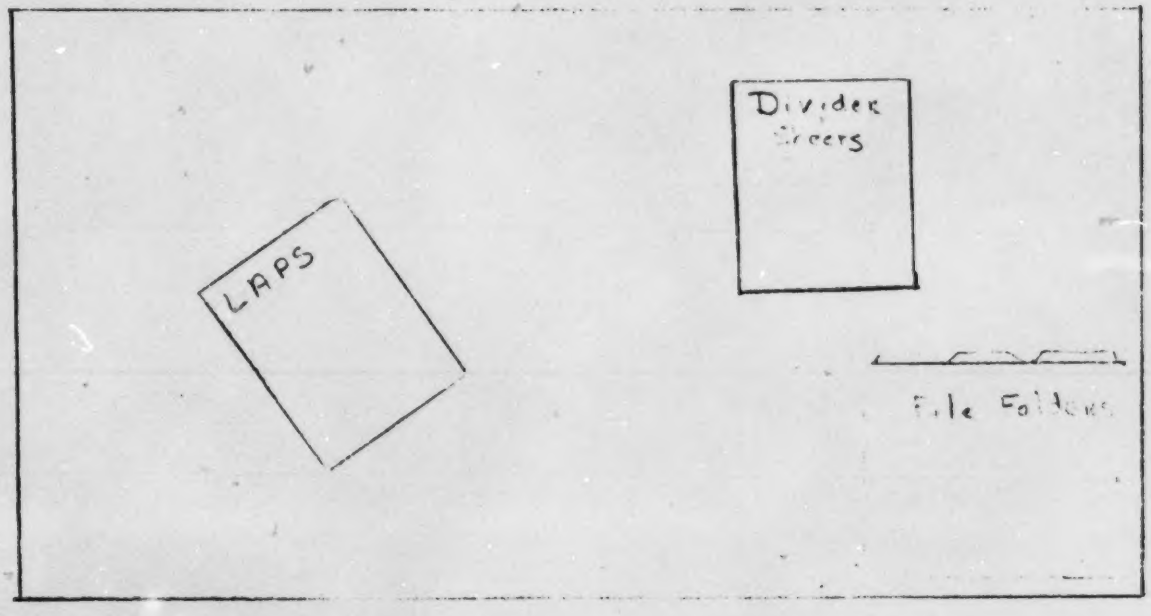
FILING THE LAPS

To begin dividing and filing the LAPS, you will need:

MATERIALS:
A. One set of LAPS
B. Competency labels
C. Divider sheets
D. 983, two or three-cut file folders

EQUIPMENT:
E. A table or large desk
F. File cabinet or boxes for storing LAPS

On a large desk or table, organize the materials. Place the Advertising LAP section to your left and the stack of divider sheets to your right. Place a stack of file folders (with labels on them) in the right corner of the working area. The layout of materials will appear as shown in this diagram:



There are two basic methods to filing the IDECC materials, 1) by original LAP number, or 2) by competency number. This guide will explain the latter approach.

As explained earlier, each of the ten curriculum sections is arranged by LAPS with each having one or more competencies. When a LAP has more than a single competency, the competency numbers are not necessarily arranged in numerical sequence. For example: LAP 1, Advertising, contains the following competencies in this sequence:

011 - 075 - 065 - 066 - 060 - 068 - 067 - 064 - 073 - 001

Your goal is to separate the competencies of each LAP so that they can be filed in numerical order; 1 to 983.

Let's begin with Advertising LAP 1 once again. First, set aside ninety-two (92) file folders and apply the Advertising competency number labels. After completing this, set the folders to your left. Place the Advertising LAPS in front of you. LAP 1, competency 011 is first. Turning the pages, you will recall that each LAP begins with a pretest (this is a relatively long one), a Learning Activity Page (side number 8:1), a handout (Purposes of Advertising), and then a pretest for the second

objective (B), Learning Activity and two handouts (#2 and #3), Learning Manager's Guide, Pretest Key (A and B), Posttest ending with two Posttest Keys for objectives A and B on page 26 (side number 27:1). Notice that a pretest for competency 075:A is on the reverse side of the posttest key for 011-B. In order to remove this posttest key, it is necessary to use a divider sheet so that the pretest will remain in the LAP for student use. Take the first divider sheet (pretest for competency 975-A, side number 28:1) and insert it on top of the next LAP. Take all the material for competency 011 and place it in its labeled file folder. Continue separating the remaining competencies for Advertising following these same procedures.

Upon completion of the Advertising section, proceed to the Communications section and file its competencies as you did with Advertising. The order in which you should deal with each of the other areas is:

Display
Human Relations
Mathematics
Merchandising
Product and Service Technology
Operations
Management
Selling

Since you only use a divider sheet when a posttest of one competency ends and the pretest of another competency begins on the reverse side, you

will not use all of the divider sheets. The sheets not used are for separating learning manager material from student materials. It is suggested that you not discard the excess until you have completed filing all of the competencies.

With the material now filed, it is time to begin determining how you will use the materials with your students. This is the topic of the next section.

USE OF THE IDECC SYSTEM

SECTION III

You have filed the IDECC materials and now are ready to use them with your students. Before you jump right into pretesting everyone, let's begin examining West Virginia's approach to using IDECC; first, a little background.

As you know, IDECC offers curriculum material for 983 competencies, but did you realize that there are 1,386 objectives, 2,772 criterion reference measures, 6,500 student activities and 12,832 pages of materials. All this designed primarily to prepare students for a career in twelve occupational areas with more than seventy-five job titles.

The successful use of any competency based curriculum system demands a well-planned instructional management system; IDECC is no exception. If you leap in without a plan, you'll become confused and bewildered. Chances are that you would dismiss the system as being too complicated, and not use its valuable resources.

In developing a plan of implementation on your own, you would have to identify the competencies required for each student, identify the common competencies (competencies all students must have), plan your year's

instruction allowing time for group instruction and individualized instruction for the competencies which are not common. In addition, you would have to develop a separate training plan for each of your co-op students reflective of their career objectives, remembering not to duplicate the competencies developed the previous year.

By now, you may have decided that if this is what is required, IDECC is not for you after all. Perhaps instead you'll choose a couple of textbooks, maybe one workbook, make up a single basic training plan and hold your ground. After all, you learned from a textbook and you're successful. A good point! Textbooks, workbooks, etc., are valid resources. However, the purpose of competency based education is to have students develop only the knowledge, skills and attitudes necessary for success in their careers. A textbook or workbook does not always take this into account. With this in mind, let's continue examining West Virginia's approach to competency based vocational education (CBVE) for DCT/DE programs.

The key to effective utilization of IDECC is an instructional management system. The IDECC system offers instructors a complete CBVE program; validated competency statements, matching behavioral objectives,

criterion reference measures and suggested learning activities supported by self-contained instructional aids. These items constitute the elements of CBVE with one exception --- an adaptable instructional management system.

Such a needed management system could be devised in several ways. The West Virginia approach elected to develop a two part management system. This system is comprised of 1) a Core Curriculum and 2) a bank of Competency Based Cooperative Vocational Education Training Plans.

The Core Curriculum is comprised of four separate divisions: Marketing, Economics, Career Exploration and Employability Skills. Each division is made up of common competencies needed by all of your students, regardless of their occupational objectives. Because of slight differences in curriculum needs, there is a separate Core Curriculum for DCT and DE programs.

Both program area's curriculum features the identical format (see figure 2), the only difference being the actual content. Marketing, the largest division, is divided into the ten traditional instructional areas;

1. Advertising
2. Communications
3. Display
4. Human Relations
5. Management
6. Mathematics
7. Merchandising
8. Operations
9. Product & Service Technology
10. Selling

Each instructional area is arranged by major units of instruction, with each unit having one or more instructional topics. The topics are supported by necessary competencies to teach it. In the Marketing and Economics divisions,

each competency has been pulled directly from the IDECC system and lists its IDECC competency number to its immediate left. The center column tells the number of behavioral objectives IDECC has for each competency. The right side column identified the suggested learning resources that can be used to help you deliver instruction for each topic. While IDECC is seldom listed as a resource, it should always be considered as a primary resource.

Figure 2

ADVERTISING (instructional area)		Number of Objectives	Suggested Learning Resources
PURPOSES AND TYPES (unit)			
PURPOSES OF ADVERTISING (topic)			Advertising Planning ... Advertising, Antrim
011	Knowledge of the purpose ...	2	Jeffrey's Department ...
061	Attitude that good ...	1	
064	Attitude that advertising ...	1	
066	Attitude that advertising ...	1	

IDECC competency numbers — competency statements

The Core Curriculum specifies the curriculum content that must be presented to all your students and is in effect a detailed occupationally proficient survey course. Occupationally proficient because competencies required to perform specific job tasks will be developed. A survey course because the core does not require a student to select an occupational objective, allowing he/she to base such a future decision on facts.

An important feature of Core Curriculum is that all learning within each

unit is presented in its most learnable sequence. The topics for each unit are arranged in a logical/learnable sequence with the competencies for each topic arranged in the identical manner. However, this is only a suggested sequence; there is no mandate that it must be followed.

The second part of your instructional management system is a bank of competency based training plans for cooperative education. These training plans are to serve as an instructional guide for all concerned with cooperative training detailing the specific tasks that the student must be able to do in order to accomplish the duties of his/her chosen career area.

While each element of cooperative vocational training is of extreme importance, it is the training plan which becomes the curriculum guide. In cooperative vocational education, training continues; the only difference being that the formal setting of a classroom is replaced by the practical setting of the training station.

Realizing that high school students have a tendency to change their interests in specific jobs frequently, most training plans have been developed for an occupational area. For example, rather than develop a separate training plan for all jobs in the area of Food Marketing, a single training plan was written for this area. The jobs covered in each such training plan

are not the entry level jobs, but career level which is one step up. The justification is that you are not training your students for an entry level job, but a career in the occupation which hopefully will help the student go beyond the entry level position.

Each training plan has been developed utilizing a standard format which can serve as an instructional management tool. (See figure 3). In the upper left-hand corner, the occupational area or job for which the plan has been developed, is given. The far left-hand column gives the task number. For distributive occupation training plans, there exists a total of three hundred seventy-two unique tasks with each being assigned a task number, since the same task may be required for more than one training plan. To cross-reference the job tasks to IDECC competencies, use the Task/Competency Cross-Reference. This reference lists all tasks in numerical sequence with the competency number and statements below each. The second column from the left lists the tasks statements. For the sake of clarity, the training plans are stated as job tasks rather than competencies. This format requires fewer statements. The center columns present five different suggested instructional strategies that you may choose to employ to ensure

APPAREL & ACCESSORIES

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
2	Promotes store image.							
3	Selects merchandise for promotion.							
4	Plans for adequate supply of promotional merchandise.							
5	Uses past advertisements as a planning guide.							
6	Prepares the promotional budget.							
8	Plans the store's ad program.							
10	Determines media cost.							
11	Selects media.							
12	Evaluates media.							
16	Coordinates local activities with national promotion.							
18	Utilizes related services to support promotional activities.							
19	Designs appealing headlines.							
20	Prepares appealing copy. (DE)							
21	Selects appropriate illustrations.							
23	Utilizes color to maximize ad impact.							
24	*Features appropriate brand and trade names in ads. (DCT)							
26	Checks advertising proofs.							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports.							
30	Complies written reports into single report.							
31	Recognizes authority.							
32	*Practices efficient two-way communications. (DCT)							
33	Reads house organs.							
34	*Acknowledges the role of employee meetings.							
36	*Interprets store policies.							
37	Interprets progress to management.							

that the student develops the task. You do not need to use each strategy, and may change any and all to fit your particular needs; actual teaching methods are not suggested. The training station column may be used in several ways, e.g., to indicate which tasks may be developed at the training station, the grading periods which the task will be concentrated on at the training station, to indicate the grade for the task, etc. The far right-hand column is to indicate that the task has been developed; you may choose to record a grade, date or other related information here.

Together, the Core Curriculum and Competency Based Cooperative Vocational Training Plans offer you an applicable and manageable CBVE instruction system. These two curriculum guides detail your curriculum content and refer you to the IDECC competencies. While no instructional management system will totally eliminate the need for advance teacher preparation time, a good system will serve as a useable guide which will reduce the required curriculum planning time.

The next part of this section will explain how to implement the Core Curriculum and the Competency-Based Vocational Education training plans.

Arranging Your Curriculum

Deciding what to teach is curriculum development. Selecting the order in which to teach it is curriculum sequencing. Since the Core Curriculum and Competency Based Cooperative Training Plans identify your curriculum, the next step is sequencing it to fit your needs; core first, training plans second.

The arrangement of the Core Curriculum can follow several paths. Based on field tests results, the following suggested approach is explained. Examine it closely, being aware that certain minor adaptations or modifications may be necessary, since no two programs have exactly the identical variables.

Approach

Step 1. Select the appropriate core for your program and separate it according to the four divisions.

Step 2. The marketing division will be used first, since it is the discipline of the curriculum. As explained before, this division is arranged by the ten traditional instructional areas. These areas can be categorized in the four sections presented below:

A. Marketing (discipline)
   1. Advertising
   2. Display
   3. Management
   4. Merchandising
   5. Operations
   6. Selling

B. Basic Skills (applied)
   1. Communications
   2. Mathematics

C. Social Skills (applied)
   1. Human Relations

D. Product and Service Technology (applied)
   1. Product and Service Technology

Marketing is referred to as the discipline, since it is the primary occupational area with the six instructional areas representing its functions. The remaining three categories should be considered the applied instructional areas which support the discipline.

Step 3. Using only the six parts of the discipline, examine the content of each. After reviewing all six areas, make a rough curriculum outline concerning the discipline only. The outline should reflect the sequence you would use to teach the topics and should not be extremely specific.

Step 4. Using the above outline as your guide, sequence the disciplines' units and topics. In doing this, it may be helpful to use a lined legal pad and draw three columns as illustrated in figure 4.

It is important to remember that the topics are not discreet to a single instructional area. For example, you may choose to start your curriculum with merchandising and realize that certain selling topics are interrelated. This step does not require that you list the competencies - you are only developing a general outline.

You may find it helpful to number the topics of each instructional area. This will help you refer back to the basic list.

Step 5. Upon completion of the previous task, re-examine your outline to see if there are any changes you wish to make. When

INSTRUCTIONAL AREA	UNIT	TOPIC
SELLING	CUSTOMER RELATIONS	IMPORTANCE OF SELLING
		SELLING INTEGRITY
SELLING	CUSTOMER RELATIONS	OBSERVING STORE POLICY
		CUSTOMER NEEDS AND BUYING MOTIVES
SELLING	CUSTOMER RELATIONS	KNOWLEDGE OF THE TYPES OF CUSTOMERS
	BASIC TRANSACTIONS	OPENING THE SALE
SELLING	BASIC TRANSACTIONS	SUGGESTIVE SELLING
	MERCHANDISE INFORMATION	ATTITUDE TOWARDS THE MERCHANDISE
		IMPORTANCE OF MERCHANDISE INFORMATION
SELLING	BASIC TRANSACTIONS	DEMONSTRATING THE MERCHANDISE
SELLING	CUSTOMER RELATIONS	HANDLING INDIVIDUAL NEEDS
		HANDLING DIFFICULT CUSTOMERS

completed, it should accurately reflect the sequence you desire to teach the discipline.

Step 6. Four instructional areas are left, each supporting the discipline and comprised of applied competencies. For example, the topic "Selling Integrity" relates directly to the topic "Honesty and Integrity" from the Human Relations area.

Your task is to select one of the four remaining instructional areas and insert the topics where they apply to the disciplines outline. (See figure 4A). Before starting this, it may be helpful to number the topics you did in Step 4.

Step 7. Repeat Step 6 for each remaining instructional area until all have been sequenced.

Step 8. With sequencing each of the instructional area's topics completed, you have developed a Core Curriculum outline. You now know the planned sequence of instruction which all your students must complete. As with all plans, you must remember that certain changes or modifications must be anticipated.

INSTRUCTIONAL AREA	UNIT	TOPIC
SELLING	CUSTOMER RELATIONS	IMPORTANCE OF SELLING
		SELLING INTEGRITY
HUMAN RELATIONS	PERSONAL DEVELOPMENT	HONESTY & INTEGRITY
SELLING	CUSTOMER RELATIONS	OBSERVING STORE POLICY
		CUSTOMER NEEDS AND BUYING MOTIVES
HUMAN RELATIONS	PERSONAL DEVELOPMENT	INTEREST & ENTHUSIASM
SELLING	CUSTOMER RELATIONS	KNOWLEDGE OF THE TYPES OF CUSTOMERS
	BASIC TRANSACTIONS	OPENING THE SALE
COMMUNICATIONS	VERBAL	IMPORTANCE OF VERBAL COMMUNICATIONS
		IMPORTANCE OF YOUR VOICE
		APPROPRIATE INTRODUCTIONS
SELLING	BASIC TRANSACTIONS	SUGGESTIVE SELLING
	MERCHANDISE INFORMATION	ATTITUDE TOWARDS THE MERCHANDISE
		IMPORTANCE OF MERCHANDISE INFORMATION
COMMUNICATIONS	VERBAL	APPROIATE VOCABULARY
SELLING	BASIC TRANSACTIONS	DEMONSTRATING THE MERCHANDISE
HUMAN RELATIONS	PERSONAL DEVELOPMENT	AVOIDING MISREPRESENTATION
SELLING	CUSTOMER RELATIONS	HANDLING INDIVIDUAL NEEDS
		HANDLING DIFFICULT CUSTOMERS

Step 9. This final step is optional! If you desire to make your curriculum outline easy to use, cut and tape your Core Curriculum in the identical sequence.

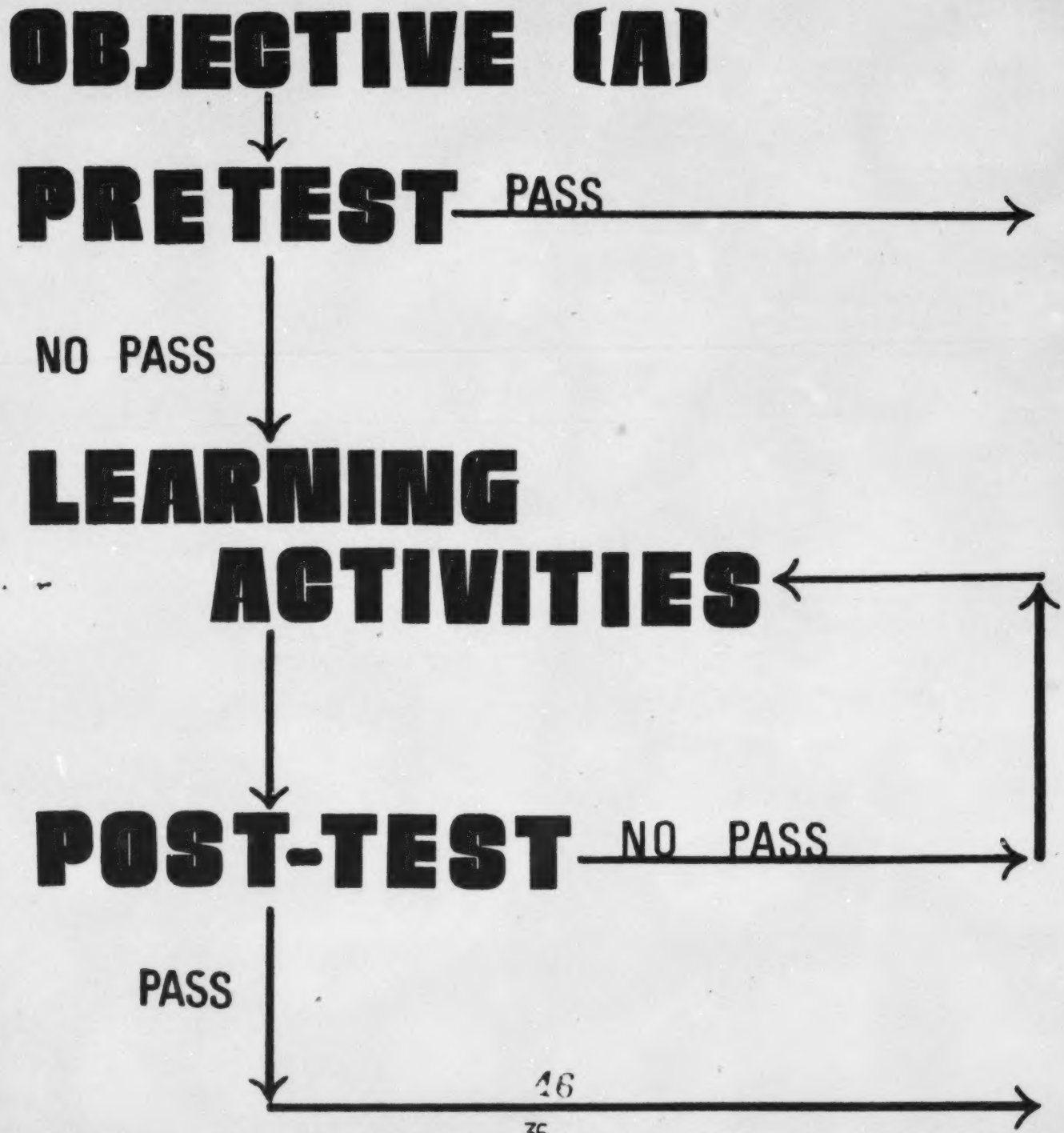
You will have all your basic information available at a glance.

Core Curriculum to IDECC

With your Core Curriculum outline completed, you now have a plan that identifies the sequence you've chosen to deliver your instruction. By reading the competencies statements, you have an accurate idea of exactly what you must teach. The resources you select to use are your decision; hopefully you will often elect to utilize the IDECC system.

The predominate approach to using IDECC has been the utilization of continuous loop process or LAP cycle (see Fig. 5). Through this approach the student is pretested for each competency. If the standard is achieved, it is assumed that the student has previously developed the competency and there is no need to have the student perform any of the learning activities. If the student fails to meet the standard he/she must compile one of the learning activities and when completed, take a posttest. If the standard is met, the student proceeds to the next pretest. If not, the student is cycled through a second learning activity and the flow continues.

BASIC LAP COMPONENTS



It is easy to see that following such a process could consume a sizeable chunk of your time and result in a mountain of paper work. Faced with this, many teachers throw up their hand and retreat to the safety of textbooks. But there is a way to make IDECC work for you.

There is no need to formally pretest each and every competency. According to IDECC's Learning Manager's Guide for Teacher Coordinators, 2nd Edition:

> "Pretests are instruments which should be used on a very selective basis. The backgrounds and abilities of students should be considered before pretests are administered. Background of the students must be matched to relevant pretests. If you, the instructor, believe the student may know the competency, give him the pretest. If you, the instructor, know the student does not have the competency, do not give him/her the pretest."

This is good advice, but, let's take it one step further. Say the topic is "Role of Employee Meetings". You read the competency and decided that an informal class discussion will indicate if the competency has been developed by all. The pretest serves as a guide to determining your discussion questions. If all of the class members are able to respond correctly, they have passed the pretest; if not, use the Learning Manager's Guide to plan your

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This is good advice, but, let's take it one step further. Say the topic is "Role of Employee Meetings". You read the competency and decided that an informal class discussion will indicate if the competency has been developed by all. The pretest serves as a guide to determining your discussion questions. If all of the class members are able to respond correctly, they have passed the pretest; if not, use the Learning Manager's Guide to plan your

instruction; a handout may be available for use. Depending upon the response, you may choose to have only those who did not demonstrate competency do the learning activity. If it is apparent that no members of the class have developed or need review of the competency, you may deliver instruction to all. To accomplish this, you may utilize a variety of methods incorporating IDECC materials.

The essential idea is to remember that the LAP Cycle is not the only approach to using IDECC. In some instances you may use only the behavioral objective as a guide to developing your own learning activities, or use a composite of several pre or posttests to serve as a unit test (see item 6). The IDECC LAPS are your instructional tools to help you deliver instruction for a diverse curriculum.

The Competency Based Cooperative Vocational Training Plans are the second part of your curriculum. Of all the elements that comprise cooperative vocational education, the training agreement and training plans are most critical to program success. The training agreement serves as a communication tool outlining the accepted responsibilities of the students, training sponsor, parents, teacher and the school relative to the student's career objective. A training plan serves as an instructional guide detailing the specific tasks that the student must be able to perform, in order to accomplish the duties of his/her career objective.

While each element of cooperative is of extreme importance, it is the training plan which becomes the curriculum base. Without competency based training plans, cooperative vocational education would be non-vocational, for there would not exist a curriculum foundation.

The competency based training plans identify the curriculum for each cooperative education student, plus the competencies from the Core Curriculum not covered during the first year, assuming you have a two year program. If you have a one year program, you must select from the Core Curriculum and the Training Plans what you believe to be most critical to your student's success. As with the Core Curriculum, there are several approaches to implementing the

training plans. To help you use the training plans, the following basic approach is explained. Examine it carefully, being aware that certain minor adaptations or modifications may be necessary since no two programs are exactly alike.

All distributive training plans are related, while the eight non-distributive training plans are not. Since all your class will seldom require the identical training plan, you must anticipate having several curriculums to teach, however, many of the distributive training plans require the identical tasks. This step proposes that you identify the tasks which are common to all your distributive students.

Step 1. All co-op students must have an identified career objective. Knowing the objective, select the appropriate training plan for each student.

Step 2. Separate the non-distributive training plans from the distributive training plans.

Step 3. Using only the distributive training plans, first identify the common tasks. A common task is one that is needed by all students. However, you may choose to identify a minimum percentage

of students which will be considered common in your class. For example, you decided that if 70% of your students require the task, it is common for all students with distributive training plans. In a program of 20 students, if 14 or more need the task, it will be considered common for all. The higher the percentage, the fewer number of tasks that will be common.

One of the best methods to complete this step is to take a lined legal pad and list the task numbers, one to three hundred seventy-two on the left-hand side. After doing this, make a column for each of the twelve occupational areas, plus one extra to indicate the number of students needing the task. Since there are only twelve distributive training plans, you will have at least two columns and no more than thirteen.

Step 4. Using the form you developed in Step 3, your co-op students can help you identify which tasks are common. Explain to your students that they are going to help you determine what will be taught in the classroom this year. After explaining to the students the importance of their help, pass around your form

to each, having them place either a check mark or their initial beside any task number that is part of their training plan. When completed, you have a matrix of what each occupation is required to do.

Step 5. Indicate in the first column the number of students needing each task.

Step 6. This step requires that you identify the common tasks. Using the percentage level you chose in Step 3, indicate the 6 common tasks. This may be done by placing a mark next to all common tasks; you may choose to use a color pencil or pen.

Step 7. After determining which tasks are common, you must develop a curriculum plan indicating the sequence you will use in teaching each task. After looking at the tasks, you may identify some that should be taught to non-distributive students. Such tasks are frequently the applied instructional areas.

Every effort should be taken to ensure that all tasks which are not common are developed through cooperative training. If it is impossible for the student to develop the task at the training station, individualized instruction is appropriate.

For the tasks that are to be developed in the classroom, you will need instructional resource support. By using the Task-Competency Cross-reference, you can identify the IDECC competencies that will help to develop the task and help you teach it. You should develop your classroom instruction in much the same manner as you did with the Core Curriculum.

Step 8. If you have students in non-distributive occupations, you must be prepared to offer them specific related classroom instruction also. Since the nature of their training plans are technical, less of its content can be developed in class. Much of their specific related instruction should center around job success skills, such as communications, human relations, mathematics, etc. For this reason, you may choose to include these students in on these areas needed by the distributive occupations.

Step 9. All common competencies, as identified in the Core Curriculum, not developed in the first year, must be developed during the second year. Be aware that all your curriculum planning must realize this.

With Step 9 completed, you have your curriculum outlined for your cooperative students for the year. This is not to say that you must stick to this plan one hundred per cent. As with all plans you must understand that it is only a plan and that adaptations will occur throughout the year. A well-developed plan will help you keep on course all year long.

COMPETENCY BASED CORE CURRICULUM

FOR

DISTRIBUTIVE EDUCATION

AND

DIVERSIFIED COOPERATIVE TRAINING

Developed by the Occupational, Adult and Safety Education Department at Marshall University under a grant from the Division of Vocational, Technical and Adult Education, Department of Education, State of West Virginia.

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Preface

When historians of the future study the accomplishments of vocational education during the sixties and seventies, competency based vocational education (CBVE) will certainly be viewed as one of the most dramatic and beneficial developments. Seldom is there the emergence of an educational concept that is embraced by teachers, administrators, parents and, most importantly, students. While the concept is hardly a recent development, it can be viewed as an idea that reached maturity at a time when a curriculum direction was needed. It was simply a logical progression of events.

While nearly everyone endorses the concept of CBVE, it is the teacher who has been faced with the greatest challenge of all; making it work. It has not been an easy task, but with various forms of help from universities, state departments of education and "Uncle Sam" teachers have had eminent success. However, we recognize the great deal of progress yet to be made with the use of existing CBVE instructional systems.

One of the first forms of CBVE was the Interstate Distributive Education Curriculum Consortion (IDECC) system which was designed for Distributive Education (DE) and most Diversified Cooperative Training (DCT) programs. The IDECC system offers instructors a complete CBVE program including: (1) validated competency statements with (2) matching behavioral objectives (3) criterion reference measures (pre-testing, post-testing) as well as (4) suggested learning activities for each competency. These items constitute the elements of CBVE with one exception -- an adaptable instructional management system.

For years many instructors failed to use the IDECC system even though they believed in the concept. This was due, in a large part, to

the management problem. In reality, the fault rested not with the teachers but with the instructional designers who asked teachers to adapt their instructional methods to fit the system rather than adapted the system to fit the instructor's teaching methods and available time. While no CBVE management system will totally eliminate the need for teacher preparation time a good system will go a long way in reducing the required curriculum planning time.

As it presently exists, the IDECC system is the single best CBVE system available to DE-DCT teachers; however, it must be realized that this is not the only system. In an effort to demonstrate that a management system can be developed, the Division of Vocational-Technical and Adult Education and Marshall University began a curriculum project to study, develop and implement such a management system for the benefit of West Virginia's DE-DCT teachers using IDECC as a foundation.

During the course of the study it was learned that teachers acknowledge four basic needs:

1. A common curriculum outline for all students
2. Better training plans
3. A resource-reference list
4. In-class assistance in implementing CBVE

However, teachers still wish to remain in control of deciding when and in what order to teach the curriculum and the choice instructional methods to be utilized.

In an effort to meet these needs, Marshall University developed a two-part curriculum for DE-DCT programs. The first part, which is designed primarily for the junior year, consists of a core curriculum to be taught to all students regardless of occupational objectives. The second part, which is intended for use during the senior year, consists

of training plans developed for specific occupations.

The core curriculum is comprised of a group of competencies which are common to all occupational objectives selected by DE-DCT in West Virginia alone. There is a separate core curriculum for DE and DCT programs due to differences in selected occupational objectives of the students in each program area.

Each core curriculum is comprised of four parts: Marketing, Economics, Career Exploration and Employability Skills. Each part is made up of major units of instruction with each unit composed of one or more critical topics. Each topic is supported by a set of competency statements complete with the competencies IDECC code, the number of behaviorial objectives and suggested learning resources. The justification for each of the four parts is as follows:

1. Marketing

   It is natural that marketing would comprise the major portion of the core curriculum for DE programs since it is the discipline for all DE students.

   Marketing comprises a major portion of the core curriculum for DCT programs because the study of students' selection of occupational objectives reveals that during any given year more than 76% of all DCT students select marketing occupations.

2. Economics

   It is a fact that most students are "economic illiterates." Economics is an important part of our life and thus it is necessary that assistance be rendered to students to develop applicable economic competencies.

3. Career Exploration

   Few students are capable of choosing a realistic occupational objective during their junior year. For this reason, career exploration is a part of the core curriculum and is presented to the student prior to the time at which a career objective is necessary.

4. Employability Skill — Competency statements are provided to guide the teacher in preparing the students to enter the labor force during their senior year. A student who is prepared to go to work is one who will most benefit from the activities to be completed at the training station.

The second half of the project is comprised of a set of CBVE training plans prepared for specific occupations. For the sake of clarity, the training plans are stated as tasks rather than as competencies. This format requires fewer statements to prevent confusion or even fear on the part of a training sponsor. With these training plans, the teacher retains the opportunity to exercise his professional judgement by deciding how, when and where a task will be developed.

Together, the core curriculum and training plans offer teachers an applicable and manageable CBVE instructional system.

-- For more detailed information see the implementation guides for both the core curriculum and training plans --

Core Curriculum
Implementation Guide

Each core curriculum as presented in this first draft has been specifically designed to ease the teacher's burden in utilizing available competency based instructional materials. Both core curriculums feature the same format -- the only difference being the actual curriculum content. Each core is comprised of four parts: Marketing, Economics, Career Exploration, and Employability Skills. Marketing is the single largest part and is divided into ten instructional areas as follows:

1. Advertising
2. Communications
3. Display
4. Human Relations
5. Management
6. Mathematics
7. Merchandising
8. Operations
9. Product & Service Technology
10. Selling

Each instructional area is comprised of units of instruction with each unit having one or more instructional topic, each topic supported by competencies. The number of behavioral objectives that the IDECC has for each competency is given in the center column and on the far right suggested resources are listed for each topic. (See example)

ADVERTISING (instructional area)		Number of Objectives	Suggested Learning Resources
PURPOSES AND TYPES (unit)			
PURPOSES OF ADVERTISING (topic)			Advertising Planning ... Advertising, Antrim Jeffrey's Department ...
011	Knowledge of the purpose ...	2	
061	Attitude that good ...	1	
064	Attitude that advertising ...	1	
066	Attitude that advertising ...	1	

IDECC competency numbers — competency statements

An important feature of the core curriculum is that all learning within each unit is presented in its most learnable sequence (e.g., the

topics for each unit are arranged in the most learnable sequence and the competencies for each topic are also given in their most learnable sequence). However, this is only a suggested sequence and there is no mandate that each instructor must follow the sequence. Each instructor is to arrange the materials to fit his needs so that all competencies are developed.

Since many of the core competencies can be best learned at the training station, selected topics feature an asterisk to their left indicating that they have been included in each training plan. This allows an instructor to exercise his professional judgement in determining if the topic is to be included as part of the training plan or class instruction.

There exist as many instructional strategies as there are instructors. No particular methods are suggested. However, it is generally believed that when all students in a class must develop identical competencies more traditional group instruction may be exercised with greater frequency than individualized instruction.

It is hoped that all instructors who utilize the core curriculum will give Marshall University positive and critical feedback so that the next draft can be of further improvement.

SECTION A
DISTRIBUTIVE EDUCATION
CORE CURRICULUM

ADVERTISING	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PURPOSES AND TYPES		
PURPOSES OF ADVERTISING		Advertising Planning and Techniques, Samson Advertising, Antrim
011 Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.	2	Jeffrey's Department Store
061 Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.	1	
064 Attitude that advertising helps to build customer loyalty for the store and for individual departments.	1	
066 Attitude that advertising helps stabilize volume by maintaining interest during a slow selling period (example: white sales in January).	1	
PRE-SELLING		Advertising Planning and Techniques, Samson Advertising, Antrim
065 Attitude that advertising presells goods and services to the customer making the customer easier to sell once he/she is in the store.	1	Communications in Marketing, Rowe
075 Attitude that advertising is a form of preselling--a tool which catches attention, arouses interest, creates desire and induces action.	1	
060 Attitude that although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.	1	
INSTITUTIONAL VERSUS PROMOTIONAL ADS		Advertising Planning and Techniques, Samson Advertising, Antrim
001 Knowledge of the uses of promotional and institutional advertising.	2	Retail Advertising & Sales Promotion, Edwards-Brown
068 Attitude that advertising can produce immediate sales or create a favorable attitude toward the store for future sales.	1	Jeffrey's Department Store
PROMOTIONAL PLANNING		
COORDINATION OF PROMOTIONAL ACTIVITIES		Display and Promotion, Smith Retailing Principles and Practices, Richert-Meyers-Haines Advertising, Antrim Marketing and Distribution, Mason-Roth
018 Knowledge of how to tie together advertising, sales promotion and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers.	2	
071 Attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	1	Marketing,Sales Promotion and Advertising, Nolan-Warwhe
069 Attitude that advertising should be supplemented by attractive displays and an efficient sales force.	1	
041 Skill in working effectively with advertising and display departments to plan and carry out special advertising or display within the department.		
418 Knowledge of the ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.	1	

ADVERTISING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -2-
PROMOTIONAL PLANNING (continued ...)		
454 Skill in using timely advertising, mark-downs, special sales and sales force incentives to stimulate sales.	1	
038 Skill in keeping personnel informed of sales promotion activities within the store.	1	
MEDIA		
TYPES OF MEDIA		Advertising, Antrim Advertising Planning and Techniques, Samson
002 Knowledge of the types of media that are available for advertising--periodicals (newspapers, magazines, trade journals), mass media (radio, t.v., billboards) and direct advertising (catalogs, circulars, letters).	1	
009 Knowledge of the various methods which can be used to inform customers of special events.	1	
BRAND AWARENESS		
*BRAND AND TRADE NAMES		Marketing Sales Promotion and Advertising, Nolan-Warmhe
518 Knowledge of brand or trade names identifying products by producer or distributor.	1	Marketing & Distribution, Mason-Roth Advertising, Antrim
519 Understanding that brand or trade names are an advertising device used to encourage customer retention.	1	Advertising Planning and Techniques
012 Knowledge of the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.	1	

COMMUNICATION	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -3-
VERBAL		
IMPORTANCE OF VERBAL COMMUNICATION		Communications in Marketing, Rowe Communicating at Work, Williams-Eggland
147 Attitude that in distributive occupations the "spoken word" is an important tool of the trade.	2	
144 Attitude that the ability to communicate skillfully in good English is essential to a person's business advancement.	1	
THE IMPORTANCE OF YOUR VOICE		Communications in Marketing, Rowe Speak Up, Adams-Pollock
154 A belief that the voice is an important medium through which selling is accomplished.	2	
150 An awareness that the voice can be used to express conviction and convey confidence.	3	
151 Attitude that the tone of voice can express sincere welcome and eagerness to be of service.	2	
155 A feeling that voice tone quality enhances the value of the merchandise described.	1	
PROPER GRAMMAR		Communications in Marketing, Rowe Communicating at Work, Williams-Eggland
145 Attitude that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.	3	
122 Skill in effective use of speech and vocabulary.	3	
*APPROPRIATE MARKETING VOCABULARY		Communications in Marketing, Rowe
101 Knowledge of the situations in which to use a technical language or commonly understood language.	1	
INTERPRETATION OF THE SPOKEN WORD		Fundamentals of Selling, Wingate-Nolan Communications in Marketing, Rowe
111 Understanding that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.	1	
164 Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.	2	

COMMUNICATION (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -4-
VERBAL (continued ...)		
PROPER TELEPHONE USAGE		Retail Selling, Bodle-Corey Communications in Marketing, Rowe
114 Skill in using the telephone correctly and most effectively.	1	
APPROPRIATE INTRODUCTION		Communications in Marketing, Rowe Managing by Communications, Willand-Merrihue
096 Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.	1	
153 An awareness that the use of terms of "endearment" lowers the merchandise, the salesperson and the store's image in the estimation of the customer.	1	
ENUNCIATION AND PRONUNCIATION		Communications in Marketing, Rowe Human Relations in Marketing, Hiserodt
152 An appreciation of the value of correct enunciation and pronunciation in speaking.	2	
137 Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	3	
USING GESTURES		Communications in Marketing, Rowe Communications at Work, Williams-Eggland
166 A realization that gestures help convey feelings in spoken communications.	2	
WRITTEN		
BUSINESS LETTER WRITING		Communications at Work, Williams-Eggland Business English and Communications, Steward-Lanham
095 Knowledge of the correct forms used in business letter writing.	1	
133 Skill in writing informative and effective business letters.	1	How to Write Successful Business Letters, Reibel
*WRITTEN REPORTS		Communications at Work, Williams-Eggland
094 Knowledge of how to use written communications in forms and reports.	3	

COMMUNICATION (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -5-
STAFF		
*TWO-WAY COMMUNICATIONS		Fundamentals of Selling, Wingate-Samson Retail Merchandising, Wingate-Samson
160 Belief that communication must be a two-way process between management and employees.	1	Marketing Sales Promotion and Advertising, Nolan-Warmhe
LISTENING TO AND FOLLOWING DIRECTIONS		Communications in Marketing, Rowe Jeffrey's Department Store
119 Skill in listening to and following directions.	3	
*INTER-DEPARTMENT COMMUNICATIONS		Retail Business Management, Gillespie-Hecht Retailing Principles and Practices, Richert-Meyer-Haines
168 A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.	1	Retail Merchandising, Wingate & Samson
*ROLE OF EMPLOYEE MEETINGS		IDECC
167 Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.	1	
*INTERPRETATION OF STORE POLICIES		Supervisory Skills in Marketing, Crawford
108 Understanding that the supervisor in his contact with new customers, new employees, new vendors and new situations must bring the organization's general policies down to specifics.	1	
124 Skill in interpreting management's policies to employer and employee's problems to management.	1	
CONFIDENTIAL INFORMATION		Communications in Marketing, Rowe Human Relations in Marketing, Hiserodt
102 Knowledge of when to keep communications confidential.	2	

COMMUNICATION (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
STAFF (continued ...)		
SUGGESTING CHANGE TO MANAGEMENT		Communications in Marketing, Rowe
093 Knowledge of how to suggest changes to management.	3	

DISPLAY	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -7-
PURPOSE - PRINCIPLES		
AFFECT ON CUSTOMERS		Advertising and Displaying Merchandise, Samson-Harland
237 Attitude that good display of merchandise is a prime factor in developing a customer's interest.	1	Modern Display Techniques, Mauger-Emily
928 Attitude that good display of merchandise is a prime factor in developing a customer's interest.	3	Communications in Marketing, Rowe
238 Attitude that the more customer exposure merchandise has had the more sales it should produce.	1	Display & Promotion, Smith
CREATING CUSTOMER INTEREST		Retailing Principles and Practices, Richert-Myers-Haines
805 Knowledge of the ways to show or display merchandise to create interest and desire in customers.	1	Fundamentals of Selling, Wingate-Nolan
894 Skill in showing or displaying merchandise in a way that creates interest and desire in customers.	1	Retail Merchandising, Wingate-Samson
		Communications in Marketing, Rowe
		Display & Promotion, Smith

HUMAN RELATIONS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PERSONAL AND PROFESSIONAL DEVELOPMENT		
IMPORTANCE OF HUMAN RELATIONS		Jeffrey's Department Store Human Relations in Marketing, Hiserodt
309 Attitude that next to job performance, human relations is an employee's greatest responsibility.	1	
310 Attitude that the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.	1	
UNDERSTANDING SELF AND OTHERS		Jeffrey's Department Store Human Relations in Marketing, Hiserodt
302 Ability to understand one's self.	1	
313 An awareness that understanding others and one's self is basic to working harmoniously together.	1	
PERSONALITY TRAITS		Human Relations in Marketing, Hiserodt Your Personality and You, Splaver-Messner
326 An awareness that good human relations depends on the personality factor and the adjustment of personalities.	1	Personality and Human Relations, Sferra-Wright-Rice
286 Skill in developing personality traits necessary for successful job performance.	3	
HONESTY AND INTEGRITY		Human Relations in Marketing, Hiserodt Jeffrey's Department Store
312 Attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.	1	
*ORDERLY AND SYSTEMATIC BEHAVIOR		IDECC
267 Knowledge of how to be orderly and systematic.	2	
POSITIVE ATTITUDE		Human Relations in Marketing, Hiserodt Jeffrey's Department Store
274 Understanding that a positive attitude is usually reflected in one's work.	1	

HUMAN RELATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PERSONAL AND PROFESSIONAL DEVELOPMENT (continued ...)		
INTEREST AND ENTHUSIASM		Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
158 An awareness that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise and for customers.	2	
268 Knowledge of how to show an interest in others.	2	
303 Skill in generating enthusiasm toward people.	1	
*INITIATIVE AND CREATIVITY		Human Relations in Marketing, Hiserodt Supervisory Skills in Marketing, Crawford
317 An awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.	1	
296 Skill in demonstrating initiative and creativity.	1	
*DEVELOPING POSITIVE WORKING RELATIONSHIPS		Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
269 Knowledge of how to build sound working relationships in "forced" associations.	1	
281 Skill in developing and maintaining harmonious relationships with other employees.	1	
283 Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	1	
BEST IMPRESSIONS		Basic Selling, Ernest
163 A realization that first impressions are important to the business and last impressions are longest remembered.	2	
PERSONAL HEALTH		Supervisory Skills in Marketing, Crawford
285 Skill in maintaining good health for effective job performance.	2	
DRESS AND GROOMING		Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
263 Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.	2	
319 An awareness that good personal appearance helps create effective customer impressions.	1	

HUMAN RELATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PERSONAL AND PROFESSIONAL DEVELOPMENT (continued ...)		
*ACCEPTING CRITICISM		Supervisory Skills in Marketing, Crawford
295 Skill in accepting criticism and turning it into a character-building element.	2	
*SELF CONTROL		Personality and Human Relations, Sferra-Wright-Rice
284 Skill in maintaining an objective point of view in problem situations.	1	Supervisory Skills in Marketing, Crawford
294 Skill in exercising self-control during trying situations.	2	
*ADJUSTING TO CHANGE		Human Relations in Marketing, Hiserodt
316 An awareness that an employee must be willing to accept and adjust to change.	1	
301 Skill in adjusting to change.	1	
*AVOIDING MISREPRESENTATION		Communications in Marketing, Rowe
289 Skill in avoiding misrepresentations of people, products and policies.	1	
PROFESSIONAL ORGANIZATIONS		Human Relations in Marketing, Hiserodt The Branch Manager's Manual, Beatrice Judelle
663 Knowledge and understanding of the names and purposes of significant professional associations--local, state and national--that are of interest to retail management.	1	
334 A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.	1	
CUSTOMER CONTACT		
HUMAN RELATIONS AND PUBLIC RELATIONS		Marketing Sales Promotion and Advertising, Nolan-Warmbe
320 A feeling that good human relations within a company build good public relations.	1	Marketing & Distribution, Mason-Roth
933 A realization of the importance of the salesperson's position in regard to his public relations function.	2	

HUMAN RELATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
CUSTOMER CONTACT (continued ...)		
EFFECTIVE COMMUNICATIONS		Communications in Marketing, Rowe-Jimmerson Fundamentals of Selling, Wingate-Nolan
127 Skill in communicating effectively with customers, co-workers and supervisors.	2	
161 A realization that even in the most skillfully constructed communications misinterpretations will develop.	1	
REPRESENTING THE BUSINESS		Human Relations in Marketing, Hiserodt
287 Skill in representing the business favorably to customers and outside business associates.	1	
HANDLING CUSTOMER INQUIRIES		Communications in Marketing, Rowe
116 Skill in satisfactorily handling customer inquiries for general information.	3	
*INTERPRETING STORE POLICIES TO CUSTOMERS		Communications in Marketing, Rowe
117 Skill in interpreting store policies to customers.	3	
*DIRECTING CUSTOMERS TO STORE LOCATIONS		Business Principles and Management, Shilt-Carmichael-Wilson Retail Merchandising, Wingate-Samson
826 Knowledge of department and merchandise locations within the store.	1	
042 Skill in correctly informing customers of the location of advertising merchandise within the store.	1	
*REMEMBERING CUSTOMER NAMES		IDECC
862 Skill in remembering customers' names when serving them.	1	

MATHEMATICS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
BASIC SKILLS		
TYPES OF MATHEMATICAL MANIPULATIONS		Marketing Math, Stull
353 Knowledge of mathematical manipulations up to and including first degree algebraic expressions.	10	
ADDITION		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
358 Knowledge in adding columns of figures with facility.	1	
MULTIPLYING & EXTENDING FIGURES		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
357 Skill in multiplying and extending figures with facility.	1	
PERCENTAGES		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
377 Skill in using and translating percentages with facility.	1	
SALES PROCEDURES		
CALCULATING AMOUNT OF PURCHASE		Mathematics in Marketing, Logan-Freeman Marketing Math, Stull
384 Ability to determine the price of merchandise being purchased on a lesser quantity than that originally multiple priced.	1	Retail Merchandising, Wingate-Samson Retail Selling, Bodel-Corey
374 Skill in accurately calculating the exact amount of a customer's purchase.	1	
390 Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.	1	
COMPUTING DISCOUNTS, TAXES, AND SPECIAL CHARGES		Mathematics in Marketing, Logan-Freeman Marketing Math, Stull
359 Skill in computing postal and mail charges for delivery of merchandise to customers.	1	
360 Skill in reading and interpreting self computing scales that speed up mathematical procedures such as tax computation charts.	1	
362 Skill in computing local, state and federal taxes which must be applied in the sale of goods.	1	
363 Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing saleschecks.	1	

MATHEMATICS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
SALES PROCEDURES (continued ...)		
COMPLETING SALES CHECKS		Mathematics in Marketing, Logan-Freeman Communications in Marketing, Rowe
819 Knowledge of the procedures to use when writing out saleschecks.	2	
898 Skill in properly writing out saleschecks.	1	
125 Skill in writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.	1	
HANDLING CASH SALES		Mathematics in Marketing, Logan-Freeman
813 Knowledge of the procedures involved in conducting a cash sale transaction.	1	
890 Ability to efficiently handle a cash sale transaction.	1	
HANDLING CHECKS		Cashing Checks, National Cashier Register
832 Knowledge of how to process checks received in payment for merchandise purchased.	1	
621 Knowledge of how to authorize customer checks according to the store's policy.	1	
775 Attitude that since cashing checks is a risky business every precaution should be taken when cashing them.	3	
HANDLING CHARGE SALES		Mathematics in Marketing, Logan-Freeman
889 Ability to efficiently handle charge sale transactions.	1	
814 Knowledge of the procedures for conducting a charge sale transaction.	1	
815 Knowledge of how to properly handle charge plates during a charge sale transaction.	1	
HANDLING RETURNS		Customer Services, Buckner
817 Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.	3	
879 Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.	1	

MATHEMATICS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -14
SALES PROCEDURES (continued ...)		
CASH REGISTER/TERMINAL OPERATIONS		Checker Cashier, South Western Mathematics in Marketing, Logan-Freeman
816 Knowledge of how to operate a cash register correctly.	2	
888 Ability to efficiently handle a cash register.	2	
907 Ability to quickly and accurately distinguish the department from which merchandise comes and ring the items on the correct cash register department keys.	1	
MAKING CHANGE		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
818 Knowledge of how to make change and count it back to the customer.	1	
896 Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.	2	
386 Ability to make change quickly and accurately.	1	
371 Skill in making change and using the cash register.	1	
CASH REGISTER/TERMINAL ERRORS		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
829 Understanding that stock shortages and overages are created by ringing an incorrect amount of a sale on the cash register or ringing the sale onto the wrong key.	2	
354 Knowledge of how to determine a cash register error, the amount and how to correct it on the proper form.	1	
394 Attitude that careful use of the cash register will reduce inventory and money shortages.	1	
RECORDING AND REPORTING SALES TAX		IDECC
633 Knowledge of how to record and report federal and state sales taxes.	2	

MERCHANDISING	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -15-
BUYING CONSIDERATIONS		
INTERPRETING CONSUMER DEMAND		Jeffrey's Department Store Marketing and Distribution, Mason-Roth
935 Attitude that today's customer keeps up-to-date on recent developments, is often presold when he/she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortments.	1	Fundamentals of Salesmanship, Wingate-Nolan Retailing Principles and Practices, Richert-Meyers-Haines
488 Attitude that the customer is the determining factor in buying merchandise for a retail store or department.		Salesmanship Fundamentals, Ernest-DeVall-Gress Salesmanship, Robinson-Blacher-Logan
434 Skill in interpreting consumer demand as it applies to the merchandise in the selling department.	1	Retail Merchandising, Wingate-Samson The Buyer's Manual, NRMA
780 Attitude that although price heads the list of reasons housewives give for starting to trade at a store, quality, variety, and human relations encourage her to continue trading there.		
*COMPARISON SHOPPING		Retailing Principles and Practices, Richert-Meyers-Haines
004 Knowledge of the merchandise features to analyze when making comparison shoppings of a competitor's merchandise.	1	Marketing and Distribution, Mason-Roth Fundamentals of Selling, Wingate-Nolan
050 Ability to make comparison shoppings of a competitor's merchandise.	2	Salesmanship Fundamentals, Ernest-DeVall-Gress
438 Skill in keeping informed of competitive conditions in the market area which the store serves.	1	
546 Skill in knowing what to look for when making comparison shoppings of a competitor's merchandise.		
553 Skill in showing to customers the points of superiority of one's own product in comparison to competing stores' products.		
UNIT INVENTORY CONTROL SYSTEMS		Merchandising, Don-Richert-Meyers-Haines Retail Merchandising, Wingate-Samson
415 Knowledge of the uses of unit control records in predicting trends in price lines, colors, types, sizes, etc.	1	Marketing and Distribution, Mason-Roth Retailing Principles and Practices, Richert-Meyers-Haines
427 Knowledge of the uses of the information available from unit inventory control systems.	1	Marketing Sales Promotion and Advertising, Nolan-Warmhe
451 Skill in using unit control records to predict trends in price lines, colors, types, sizes, etc.	1	Retail Advertising and Sales Promotion, Edwards-Brown
490 A belief that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.	1	The Buyer's Manual, NRMA
466 Skill in using forms and records necessary in inventory control.	1	
467 Skill in interpreting and using the information available from unit inventory control systems.	2	

MERCHANDISING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -16-
STOCK CONSIDERATIONS		
PURPOSE OF STOCK COUNTS		Retailing Principles and Practices, Richert-Meyers-Haines
401 Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.	1	Retail Business Management, Gillespie-Hecht Retailing Management, Davidson-Brown
*CONDUCTING STOCK COUNTS		Retail Merchandising, Wingate-Samson Retailing Principles and Practices, Richert-Meyers-Haines
414 Knowledge of the procedures involved in a merchandise count for physical inventory.	1	
463 Ability to participate in merchandise counts for physical inventories.	1	
442 Skill in taking accurate stock counts of merchandise for ordering, inventory or unit-book-control.	2	
MODEL STOCK PLANS		Retailing Management, Davidson-Brown The Buyer's Manual, NRMA
637 Knowledge of the amount on-hand of various items which is considered an adequate supply.	2	Retailing Principles and Practices, Richert-Meyers-Haines
423 Knowledge of stock quantities necessary for seasonal or year-round selling.	1	Retail Selling, Bodle-Corey
408 Knowledge of the uses of a model (or basic) stock plan.	1	Retail Merchandising, Wingate-Samson
549 Skill in keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.	1	Fashion Merchandising, Troxelle
447 Skill in determining stock quantities necessary for seasonal or year-round selling.	1	
453 Skill in preparing and maintaining a model (or basic) stock plan.	1	
433 Skill in placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.		
*REPORTING LOW STOCK QUANTITIES		Retailing Principles and Practices, Richert-Meyers-Haines
947 Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.	1	
476 Attitude that the buyer must be kept informed of low quantity points of staple stocks.	1	

MERCHANDISING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -17-
PRICING		
STORE POLICIES		Merchandising, Don-Richert-Meyers-Haines
396 Knowledge of the store's price-line structure and pricing policies.	1	
PSYCHOLOGICAL EFFECTS OF PRICING		Retailing Principles and Practices, Richert-Meyers-Haines
397 Knowledge of the ways prices psychologically affect consumers.	1	Business Principles and Management, Shilt
460 Ability to determine the psychological effect of prices on a customer.	1	Buying and Pricing, Don Fundamentals of Selling, Wingate-Nelson
DETERMINING RETAIL PRICES		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
392 Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.	1	
364 Skill in figuring markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.	1	
375 Skill in setting prices on goods and services that will cover the cost of operation and yield a profit.	1	

MANAGEMENT	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PERSONNEL EMPLOYMENT		Personnel Management, Chruden-Sherman Personnel Policies Guide Book, NRMA
ORIENTING NEW EMPLOYEES		
275 Understanding that the supervisor must help new employees adjust to their jobs, seeing that they become acquainted with fellow employees.	1	
606 Knowledge of the ways to make job orientation for new employees friendly, skillful and adequate.	1	
282 Skill in sponsoring new employees in the department or store.	1	
691 Ability to make job orientation for new employees friendly, skillful and adequate.	1	
		Retail Merchandising, Wingate-Samson Retail Business Management, Gillespie-Hecht
TRAINING SKILLS		
607 Knowledge of the methods of training which can be used such as telling, showing, demonstration and dramatization.	1	
293 Skill in training employees and following-up on the effectiveness of training.	1	
690 Skill in selecting and using the methods of training best suited to individual situations.	1	
138 Ability to assist with training or teaching others.	3	
MORALE AND MOTIVATION		Supervisory Skills in Marketing, Crawford Jeffrey's Department Store Communications in Marketing, Rowe
EMPLOYEE MORALE		
272 Knowledge of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.	1	
311 Attitude that employee morale is a primary responsibility of management.	1	
328 A realization that employee morale is influenced by the supervisor's attitude.	1	
262 Knowledge of the factors which appear to affect employee morale.	1	
264 Knowledge of how to build morale in employees.	1	
		Human Relations in Marketing, Hiserodt
ROLE OF HUMAN RELATIONS		
321 An awareness that good human relations improve employee morale by encouraging cooperation.	1	
322 An awareness that good human relations helps increase production by stimulating interest and creativeness in employees.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
MORALE AND MOTIVATION (continued ...)		
WORKING ENVIRONMENT		Human Relations in Marketing, Hiserodt Retail Merchandising, Wingate-Samson Succeeding in the World of Work
276 Understanding that human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.	1	
604 Knowledge of how to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.	1	
266 Knowledge of how to develop and maintain a pleasant working environment.	1	
744 Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.	1	
*DEVELOPING PRIDE IN THE COMPANY		Starting Your Own Business, Ely-Barns Supervisory Skills in Marketing, Crawford
605 Knowledge of how to help each employee have a feeling of pride in his company and the worthwhileness of his work.	1	
MOTIVATING OTHERS		Modern Retail Management, Duncan-Phillips-Hollander Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
097 Knowledge of how to communicate with others in order to motivate them to work willingly.	1	
270 Knowledge of how to motivate others for best performance.	1	
ACHIEVING RESULTS THROUGH OTHERS		Human Relations in Marketing, Hiserodt Supervisory Skills in Marketing, Crawford
273 Understanding that supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.	1	
261 Knowledge of how to get results through people by practicing effective human relations.	1	
314 Attitude that leadership concentrates on effective relationships with others, but is oriented toward making progress and achieving results.	2	
315 A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.	2	
IMPORTANCE OF EFFECTIVE COMMUNICATION		Supervisory Skills in Marketing, Crawford Communications in Marketing, Rowe
159 A belief that an important phase of management's responsibility in any organization is communication.	1	
331 An awareness that motivation is closely connected with communication.	1	
786 Attitude that employees must be made aware of sales, profits, margins, striving for best possible profits.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
MORALE AND MOTIVATION (continued ...)		
*LEADERSHIP BY EXAMPLE		Supervisory Skills in Marketing, Crawford
318 A belief that a supervisor should set an example of personal work habits and character which employees can emulate.	1	
*RECOGNITION OF OTHERS		Communications in Marketing, Rowe Supervisory Skills in Marketing, Crawford
265 Knowledge of how to recognize the accomplishments of others.	1	
740 A belief that each employee should be made to feel his efforts are really appreciated.	1	
POLICIES/ORGANIZATION		
*OPERATING EXPENSES		Marketing Math, Stull
348 Understanding that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.	1 1	
*ESTABLISHING AND INTERPRETING POLICIES		Retail Business Management, Gillespie-Hecht
308 Attitude that the store's personnel policies are established for the benefit of the store and the employee.	1	
749 Attitude that management, supervisors and employees require a framework of policies and procedures within which to operate.	1	
741 A belief that careful and thoughtful consideration should be given to the probable effect each rule, notice and practice will have on the feelings of all concerned.	1	
743 A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.	1	
715 Skill in determining, setting up and interpreting to employees those store policies and procedures that will be most beneficial to the operation of the business and to store personnel.	2	
*PERSONNEL ORGANIZATION		Human Relations in Marketing, Hiserodt Supervisory Skills in Marketing, Crawford Starting Your Own Business, Ely-Barns
609 Understanding that a personnel organization by showing lines of authority and responsibility can be used in hiring and training as well as in increasing morale.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
POLICIES/ORGANIZATION (continued ...)		
758 An awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.	1	
759 Attitude that lines of authority should be followed, so that a department or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.	1	
*PLANNING AND ORGANIZING WORK		Personnel Management, Chruden-Sherman
695 Ability to determine in various situations the most efficient way to get the job accomplished.	1	
723 Skill in planning and organizing work.	1	
*ASSIGNING DUTIES AND RESPONSIBILITIES		Supervisory Skills in Marketing, Crawford Communications in Marketing, Rowe
100 Knowledge of the approaches which can be used in assigning duties and delegating authority so that everything is completely clear.	1	
109 Understanding that communications in assigning work means a constant striving for clarity.	1	
139 Ability to convey directions and instructions clearly to employees.	1	
*SCHEDULING EMPLOYEES		Supervisory Skills in Marketing, Crawford The Branch Manager's Manual, Judelle
608 Knowledge of how to plan work-force budgets and schedule employee working hours, lunch hours and reliefs.	1	
779 Attitude that customer relations can be maintained at a high level by scheduling personnel for adequate check-out coverage.	1	
763 Attitude that employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.	1	
782 Attitude that careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.	1	
712 Skill in planning and developing a work force budget and scheduling employee working hours, lunch hours and reliefs.	1	
STORE FACILITIES AND IMAGE		
SPACE ALLOCATION AND LAYOUT		Business Principles and Management Retail Business Management, Gillespie-Hecht
626 Knowledge of the factors which influence store arrangement and layout.	1	Principles of Retailing, Barhen-Anderson
625 Knowledge of the ways to develop department or store merchandise arrangements in relation to floor space expanse, potential sales and profits.	1	Planning Your Store for Maximum Sales and Profits, Telchin-Helfant

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -22-
STORE FACILITIES AND IMAGE (continued ...)		
781 Attitude that an understanding of products' profit contributions helps in determining which items to feature and in allocating prime space and locations.	1	Retail Management, Jones Retail Merchandising, Wingate-Samson
791 Attitude that an awareness of consumer buying motivations is especially helpful in planning space allocations, display units and sales promotion.	1	Fundamentals of Selling, Wingate-Nolan
697 Ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.	3	
711 Skill in developing and maintaining department or store merchandise arrangements in relation to floor space expanse, potential sales and profits.	1	
*CUSTOMER FACILITIES		Marketing and Distribution, Mason-Roth Customer Services, Buckner
623 Knowledge of the availability and location of customer facilities.	1	
753 An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.	1	
SHOPPING CONDITIONS		Marketing and Distribution, Mason-Roth Customer Services, Buckner
936 Attitude that today's customer chooses the store where shopping conditions are most pleasant.	1	Retailing Principles and Practices, Richert-Meyers-Haines
CUSTOMER SERVICES		
ROLE OF SPECIAL CUSTOMER SERVICES		Customer Services, Buckner
754 An awareness that special customer services and accommodations build customer goodwill and help increase sales.	1	
INCREASING CUSTOMER SERVICE		Customer Services, Buckner
787 Attitude that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.	1	
785 Attitude that when adding customer services, each must be analyzed in terms of profit.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
CONTROLLING EXPENSES		
EXPENSE CONTROL		Store Organization and Operations, Robinson Retailing Principles and Practices, Richert-Meyers-Haines Wholesaling and Physical Distribution, Ertel Walsh
619 Understanding that careful use of supplies will help control expenses.	1	
618 Understanding that seemingly small savings in some expense areas can mean a substantial gain in profits.	2	
666 Knowledge of how to control expenses in order to provide the highest possible profit.	1	
752 A realization that expenses are an influential factor in making merchandising profitable.	1	
694 Ability to observe and evaluate the operations of similar stores in an attempt to increase efficiency in one's own store operation.	1	
EXPENSE CONTROL--EMPLOYEES		IDECC
617 Understanding that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.	1	

OPERATIONS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -24-
CREDIT		
PURPOSE AND IMPORTANCE		Credit and Collections, Kohns Retailing Principles and Practices, Richert-Meyers-Haines Basic Retail Credit, Ohio State
821 Knowledge of the importance of credit as a selling tool.	1	
735 An awareness of the advantages of credit to the store--produces sales that might never have been made, increases the number of sales per customer and attracts a better type of customer to the store.	1	
736 An awareness of the advantages of credit to the customer--smooths out irregularities of purchasing power, is a shopping convenience, etc.	1	
KEEPING SALESPEOPLE INFORMED		Customer Services, Buckner Retailing Principles and Practices, Richert-Meyers-Haines
824 Knowledge of the store's credit policies, terms and credit plans.	1	
739 Attitude that salespeople must be supplied with credit information, especially changes in credit policies.	3	
RECEIVING AND STOCK HANDLING		
RECEIVING TERMS AND ACCOUNTING PROCESS		Wholesaling and Physical Distribution, Ertel Walsh Retail Merchandising, Wingate-Samson
647 Knowledge of the terms used in connection with the merchandise receiving and marking process such as buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee.	1	
641 Knowledge of the bookkeeping and accounting process which accompanies the receiving and marking system.	1	
STOCK CONTROL RECORDS		Retailing Principles and Practices, Richert-Meyers-Haines Retail Merchandising, Wingate-Samson Wholesaling and Physical Distribution, Ertel Walsh Starting Your Own Business, Ely-Barns
400 Knowledge of the uses of forms and records necessary to inventory control.	1	
640 Knowledge of the uses of forms and reports necessary in stockkeeping.	1	
474 Attitude that stockkeeping errors or losses affect company profits.	1	
379 Ability to maintain mathematically correct stock control records.	1	
368 Skill in keeping stock control books--posting prices, styles, codes, sales, markdowns, merchandise returns, etc.	1	
CHECKING INCOMING MERCHANDISE		Wholesaling and Physical Distribution, Ertel Walsh Retailing Principles and Practices, Richert-Meyers-Haines
638 Knowledge of the procedures involved in checking merchandise in against an invoice.	2	
761 Attitude that complete records should be kept of all incoming merchandise for store protection.	1	

OPERATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
RECEIVING AND STOCK HANDLING (continued ...)		
708 Skill in accurately checking in merchandise against an invoice.	2	
DAMAGED MERCHANDISE		Wholesaling and Physical Distribution, Ertel Walsh
634 Knowledge of procedures for reporting and handling damaged merchandise.	3	
784 Attitude that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.	1	
MERCHANDISE RETURNS TO MANUFACTURERS		Wholesaling and Physical Distribution, Ertel Walsh
413 Knowledge of the reasons for making returns of merchandise to manufacturers.	1	
*PRICE CHANGES		Retailing Principles and Practices, Richert-Meyers-Haines
406 Knowledge of the store's methods or procedures used for changing retail stock prices up or down.	1	Retail Merchandising, Wingate-Samson
347 Knowledge of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.	1	Fashion Merchandising, Troxelle
426 Knowledge of the store's procedures for recording markups and markdowns, additional markups and revisions of retail down.	1	The Buyer's Manual, NRMA
RESERVE AND UNDERSTOCK		Retailing Principles and Practices, Richert-Meyers-Haines
505 Knowledge of the various locations of merchandise on the selling floor and in reserve stock.	1	Stock Keeping, Unversity of Texas
878 Skill in locating stock on the selling floor, in an understock or a reserve stock.	3	Basic Retailing, Reich-Feldman-Levy
881 Skill in determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.	1	
STORE MAINTENANCE/HOUSEKEEPING		
FUNCTIONS OF STORE MAINTENANCE		Retailing Principles and Practices, Richert-Meyers-Haines
614 Knowledge of the functions of store maintenance.	1	Retail Merchandising, Wingate-Samson
750 Attitude that a well-kept store is a primary means of attracting and holding business.	1	

OPERATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
STORE MAINTENANCE/HOUSEKEEPING (continued ...)		
HOUSEKEEPING RESPONSIBILITIES		Fundamentals of Selling, Wingate-Nolan Retail Merchandising, Wingate-Samson
840 Knowledge of the housekeeping duties which must be performed in connection with proper stock care.	1	
940 Attitude that stocks which are kept fresh and tidy are a true asset during a sale.	2	
*HANDLING STORE EQUIPMENT		IDECC
696 Skill in handling and caring for store equipment.	1	
*SUPPLY REQUISITIONS		IDECC
635 Knowledge of how to requision and obtain supplies needed by the department such as salescheck books, wrapping supplies and report forms.	2	
SECURITY/ACCIDENT PREVENTION		
*SAFETY PRECAUTIONS		Wholesaling and Physical Distribution, Ertel Walsh
615 Understanding that proper care of store equipment and proper stock arrangements can help prevent accidents.	1	
777 Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.	1	
732 Skill in remembering safety precautions that can eliminate accidents while handling equipment.	1	
*ACCIDENT PROCEDURES		IDECC
660 Knowledge of how to take care of employees' and customers' accidents in the store.	1	
SHOPLIFTING		IDECC
651 Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.	2	
699 Skill in recognizing and handling shoplifting.	3	

PRODUCT AND SERVICE	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
TYPES AND SOURCES		
USE OF JOURNALS AND PERIODICALS		Merchandising, Don-Richert-Meyers-Haines Basic Selling, Ernest
581 Attitude that a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.	1	Fundamentals of Selling, Wingate-Nolan Retailing Principles and Practices, Richert-Meyers-Haines
149 An awareness that fashion and style information, product knowledge and business trends can be obtained by reading trade and business journals and publications.	1	
110 Understanding that valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.	1	
435 Skill in keeping up-to-date on trends through trade journals, central buying office aids, etc.	1	
CONSUMER PROTECTION--AGENCIES/LAWS		Retail Merchandising, Wingate-Samson Fundamentals of Selling, Wingate-Nolan
522 Understanding that standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.	1	Understanding Business Law, Scheider Consumer Economic Problems, Warmhe
523 Knowledge of Federal Trade Commission protective measures as they apply to various products.	1	
524 Knowledge of the various agencies that give protection to the customer in his buying.	1	
*MERCHANDISE GUARANTEES		Customer Services, Buckner Fundamentals of Selling, Wingate-Nolan
512 Understanding that merchandise guarantees and directions protect both the customer and the store and help increase sales.	1	Consumer Economic Problems, Warmhe
554 Skill in interpreting merchandise guarantees and directions to customers.	1	
STANDARDS, GRADES, AND LABELS		Consumer Economic Problems, Warmhe Understanding Business Law, Scheider
520 Understanding that standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.	1	Retail Business Management, Gillespie Retail Merchandising, Wingate-Samson
516 Understanding that grades may be expressed by letters or words.	1	Marketing and Distribution, Mason-Roth
521 Knowledge of various governmental, state and local laws regarding standards.	1	Facts About Merchandise, Logan-Moon
515 Knowledge of protective measures behind standards, grades and labels.	1	Fundamentals of Selling, Wingate-Nolan
558 Ability to use grades as selling points in answering customer's questions.	1	

SELLING	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
CUSTOMER RELATIONS		
IMPORTANCE OF SELLING		Fundamentals of Selling, Wingate-Nolan Creative Selling, Ernest Basic Selling, Ernest
921 A belief that the job of selling contributes to the well-being of customers.	2	
930 Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.	1	
923 A conviction that selling is important to the store and to the economy.	2	
938 A feeling of pride in being a salesperson.	1	
SELLING INTEGRITY		Marketing and Distribution, Mason-Roth Salesmanship Fundamentals, Ernest-DeVall
957 Attitude that one should give the best customer service with the customer always first in mind.	1	
943 A belief that one should live up to promises made to customers.	2	
919 A feeling that the customer needs the service or product being offered.	1	
OBSERVING STORE POLICIES		
899 Ability to serve customers in the manner or style that management desires.	3	
932 Attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.	1	
CUSTOMER NEEDS AND BUYING MOTIVES		Fundamentals of Selling, Wingate-Nolan Store Salesmanship, Robinson-Blacker-Logan Salesmanship Fundamentals, Ernest-DeVall Basic Salesmanship, Ernest Sales Horizons, Haas-Perry Creative Selling, Ernest
830 Knowledge of how to analyze customer needs.	2	
946 Attitude that in selling, one is appealing to such fundamental human wants as security, love and power.	2	
883 Ability to determine the buying motives of customers and then appeal to them.	2	
870 Skill in determining customer's wants and desires during a sale.	2	
*KNOWLEDGE OF THE TYPES OF CUSTOMERS		Fundamentals of Selling, Wingate-Nolan Sales Horizons, Haas-Perry Salesmanship Fundamentals, Ernest-DeVall Basic Salesmanship, Ernest Creative Selling, Ernest
920 A feeling of sincere interest in customers and their problems.	2	
865 Skill in remembering personal information about individual customers.	2	
867 Skill in showing a genuine interest in the customer's problem.	2	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -29-
CUSTOMER RELATIONS (continued ...)		
HANDLING INDIVIDUAL NEEDS		Fundamentals of Selling, Wingate-Nolan Sales Horizons, Haas-Perry Creative Selling, Ernest
810 Knowledge of how to handle individual differences in customers.	1	
918 A feeling that each customer is an "individual".	2	
863 Skill in distinguishing a customer's personal characteristics while talking to him.	3	
288 Skill in adapting to the personality and needs of customers.	1	
*CUSTOMER COURTESY		Basic Salesmanship, Ernest Creative Selling, Ernest Fundamentals of Selling, Richert-Wingate-Meyers Retail Merchandising, Wingate-Samson
828 Understanding that customer loyalty can be built with timely merchandise and friendly service.	2	
880 Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.	3	
HANDLING OBJECTIONS		Salesmanship Fundamentals, Ernest-DeVall Fundamentals of Selling, Wingate-Nolan Store Salesmanship Creative Selling, Ernest
926 Attitude that customers' objections must be handled and overcome with respect.	2	
874 Skill in sensing a customer's objections and handling them as effectively as possible.	3	
*HANDLING DIFFICULT CUSTOMERS		Fundamentals of Selling, Wingate-Nolan Salesmanship Fundamentals, Ernest-DeVall
290 Knowledge of the ways to effectively handle difficult customers.	1	
897 Ability to tactfully handle difficult customers.	1	
*CUSTOMER COMPLAINTS		Customer Services, Buckner Communications in Marketing, Rowe
823 Knowledge of the ways to handle customer complaints according to store policy.	1	
937 Attitude that the customer--by his/her very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.	2	
927 Attitude that a customer's complaint is an excellent opportunity to build goodwill.	2	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -30-
BASIC TRANSACTIONS		
OPENING THE SALE		Basic Salesmanship, Ernest Creative Selling, Ernest Salesmanship Fundamentals, Ernest-DeVall Retailing Principles and Practices, Richert-Meyers-Haines
812 Knowledge of the customer approaches such as greeting, merchandise and service, which may be used when opening a sale.	2	
511 Understanding that merchandise information is a useful tool in opening a sales conversation with a customer.	1	
942 Attitude that customers should be approached promptly and not be kept waiting.	2	
866 Skill in determining when to approach a customer to open a sale.	2	
SUGGESTION SELLING		Fundamentals of Selling, Wingate-Nolan Basic Selling, Ernest Retailing Principles and Practices Retail Merchandising, Wingate-Samson
809 Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.	1	
844 Understanding that the effects of underselling are often as harmful as overselling.	2	
929 Attitude that suggestion selling is a service to the customer and also personal satisfaction for money spent.	2	
877 Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.	4	
882 Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.	1	
875 Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	2	
TELEPHONE AND MAIL SELLING		Retail Selling, Bodle-Corey Retailing Principles and Practices, Richert-Meyers-Haines Fundamentals of Selling, Wingate-Nolan Communications in Marketing, Rowe
009 Knowledge of the differences that exist in communications used in selling over the telephone and over the counter.	1	
835 Knowledge of how to fill mail or telephone orders for merchandise.	2	
008 Knowledge of the procedures for handling mail and telephone orders in response to ads.	1	
156 An awareness of the importance of adequate merchandise knowledge in telephone selling.	1	
130 Skill in listening to customers' names and addresses and writing them correctly.	1	
115 Skill in receiving or giving telephone orders, complaints and messages.	1	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
BASIC TRANSACTIONS (continued ...)		
CLOSING THE SALE		Basic Salesmanship, Ernest Creative Selling, Johnson Fundamentals of Selling, Wingate-Nolan
820 Knowledge of the ways to determine how and when to close a sale.	2	
895 Skill in determining when and how to close a sale.	2	
876 Skill in closing a sale with a statement appropriate to the occasion or the season.	2	
DEMONSTRATING THE MERCHANDISE		Salesmanship Fundamentals, Ernest-DeVall Retail Merchandising, Wingate-Samson Retailing Principles and Practices, Richert-Meyers-Haines Basic Selling, Ernest
806 Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.	1	
501 Knowledge of the ways to show that an item of merchandise is suited for the purpose the customer has in mind.	1	
939 A belief that to avoid confusing the customer a reasonable number of items should be shown at one time.	2	
893 Skill in demonstrating merchandise in the ways it may be used by the customer.	1	
MERCHANDISE INFORMATION		
*ATTITUDE TOWARD THE MERCHANDISE		Marketing, Sales Promotion and Advertising, Nolan-Warmhe Sales Horizons, Haas-Perry Salesmanship Fundamentals, Ernest-DeVall Marketing and Distribution, Mason-Roth
922 A strong interest in the merchandise or service being sold.	2	
925 A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.	2	
IMPORTANCE OF MERCHANDISING INFORMATION		Retailing Principles and Practices, Richert-Meyers-Haines Supervisory Skills in Marketing, Crawford Basic Selling, Ernest Creative Selling, Ernest
510 Understanding that adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.	1	
950 An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.	2	
583 Attitude that adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.	1	
587 Belief that adequate merchandise information will help increase sales and promote better customer relations.	1	
588 A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.	1	
582 Attitude that a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.	1	
586 Attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.	1	
931 Attitude that basic product information is necessary to demonstrate good selling practices.	1	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
MERCHANDISE INFORMATION (continued ...)		
*KNOWLEDGE OF ADVERTISED/DISPLAYED MERCHANDISE		Fundamentals of Selling, Wingate-Nolan Retailing Principles and Practices, Richert-Meyers-Haines
509 Knowledge of the values of advertising information to the salesperson.	1	
941 A belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.	2	Retail Selling, Bodle-Corey
072 Attitude that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitors.	1	Marketing, Sales Promotion and Advertising, Nolan-Warmhe
070 Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.	1	Salesmanship Fundamentals, Ernest-DeVall Marketing and Distribution, Mason-Roth
589 Attitude that specific merchandise information may be found in advertisements.	1	
039 Skill in studying specific information in ads and using the advertised facts effectively in selling.	1	
555 Skill in using facts from merchandise advertisements during sales.	1	
003 Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.	1	
*USING MERCHANDISE INFORMATION		Retailing Principles and Policies, Richert-Meyers-Haines
551 Skill in building a sales talk around merchandise selling features.	1	Fundamentals of Selling, Wingate-Nolan
562 Skill in selecting and quoting factual comments about certain products.	1	
548 Skill in using facts about the merchandise itself when helping a customer make a buying decision.	1	
*USING TAGS, LABELS, ETC.		Retailing Principles and Practices, Richert-Meyers-Haines
517 Understanding that labels taking the form of tags, stamps, wrappers, etc. identify products as to their content.	1	Marketing and Distribution, Mason-Roth Fundamentals of Selling, Wingate-Nolan
502 Knowledge of sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.	1	
564 Ability to translate merchandise label information into selling price.	1	
559 Ability to help customer buy intelligently with the use of stamps, tags, wrappers, etc. attached to merchandise.	1	

SELLING (continued ...)		NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -33-
MERCHANDISE INFORMATION (continued ...)			
FEATURES/BENEFITS			Fundamentals of Selling, Wingate-Nolan Salesmanship Fundamentals, Ernest
827	Knowledge of the selling features of products and/or services.	1	Sales Horizons, Haas-Perry
822	Knowledge of how to translate product knowledge into customer benefits.	1	Retail Principles and Practices, Richert-Meyers-Haines
499	Knowledge of the ways to interpret the features of a product in terms of benefits to customers.	1	Creative Salesmanship, Ernest
949	An awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.	2	
584	Attitude that usually services and benefits are bought rather than goods or merchandise.	1	
885	Ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	4	
550	Skill in expressing customer benefits that accompany merchandise selling features.	1	
873	Skill in relating merchandise benefits to a customer's needs when talking about it.	2	
SELLING VOCABULARY			Sales Horizons, Haas-Perry Salesmanship Fundamentals, Ernest
808	Knowledge of how to provide information about merchandise which will create desire or interest in customers.	2	Retailing Principles and Practices, Richert-Meyers-Haines
120	Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.	1	
143	Skill in translating technical words concerning an item or merchandise into the customer's language.	1	
123	Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.	1	
*PRODUCT SUBSTITUTIONS			Fundamentals of Selling, Wingate-Nolan Sales Horizons, Haas-Perry
508	Knowledge of the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.	1	Salesmanship Fundamentals, Ernest Retailing Principles and Practices, Richert-Meyers-Haines
507	Knowledge of substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.	1	
514	Knowledge of the product features and customer acceptance of competing products.	1	
563	Skill in using a knowledge of the features and customer acceptance of competing products and points of superiority of the product being shown during a sale.	1	
871	Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.	2	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -34-
MERCHANDISE INFORMATION (continued ...)		
*DETERMINING SIZE AND FIT		Retail Merchandising, Wingate-Samson Retail Selling, Bodle-Corey
506 Knowledge of the sizes, colors, styles and prices in which merchandise is available.	1	Basic Selling, Ernest
500 Understanding that since sizes vary according to manufacturers and price lines, it is necessary to judge each customer's requirements.	1	
557 Ability to fit customers with correct sizes when selling articles of clothing.	1	

SECTION B

DIVERSIFIED COOPERATIVE TRAINING

CORE CURRICULUM

ADVERTISING	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PURPOSES AND TYPES		
PURPOSES OF ADVERTISING		Advertising Planning and Techniques, Samson Advertising, Antrim
011 Knowledge of the purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.	2	Jeffrey's Department Store
061 Attitude that good advertising will help increase sales for a department or store, creating interest and desire in customers.	1	
064 Attitude that advertising helps to build customer loyalty for the store and for individual departments.	1	
066 Attitude that advertising helps stabilize volume by maintaining interest during a slow selling period (example: white sales in January).	1	
PRE-SELLING		Advertising Planning and Techniques, Samson Advertising, Antrim
065 Attitude that advertising presells goods and services to the customer making the customer easier to sell once he/she is in the store.	1	Communications in Marketing, Rowe
075 Attitude that advertising is a form of preselling--a tool which catches attention, arouses interest, creates desire and induces action.	1	
060 Attitude that although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.	1	
INSTITUTIONAL VERSUS PROMOTIONAL ADS		Advertising Planning and Techniques, Samson Advertising, Antrim
001 Knowledge of the uses of promotional and institutional advertising.	2	Retail Advertising and Sales Promotion, Edwards-Brown
068 A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.	1	Jeffrey's Department Store
PROMOTIONAL PLANNING		
COORDINATION OF ACTIVITIES		Display and Promotion, Smith Retailing Principles and Practices, Richert-Meyers-Haines Advertising, Antrim Marketing and Distribution, Mason-Roth
018 Knowledge of how to tie together advertising, sales promotion and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers.	2	
071 Attitude that advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	1	Marketing, Sales Promotion and Advertising, Nolan-Warmhe
069 Attitude that advertising should be supplemented by attractive displays and an efficient sales force.	1	Merchandising, Don-Richert-Meyers-Haines Advertising Planning and Techniques, Samson
041 Skill in working effectively with advertising and display departments to plan and carry out special advertising or display within the department.	4	
418 Knowledge of the ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.	1	

ADVERTISING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PROMOTIONAL PLANNING (continued ...)		
COORDINATION OF ACTIVITIES (continued ...)		
454 Skill in using timely advertising, mark-downs, special sales and sales force incentives to stimulate sales.	1	
038 Skill in keeping personnel informed of sales promotion activities within the store.	1	
MEDIA		
TYPES OF MEDIA		Advertising, Antrim Advertising Planning and Techniques, Samson
002 Knowledge of the types of media that are available for advertising--periodicals (newspapers, magazines, trade journals), mass media (radio, t.v., billboards) and direct advertising (catalogs, circulars, letters).	1	
009 Knowledge of the various methods which can be used to inform customers of special events.	1	
PREPARING THE ADVERTISEMENT		
COPY PREPARATION		Advertising, Antrim Advertising Planning and Techniques, Samson
092 Attitude that advertising, to be successful, must be believed by the customer.	1	Communications in Marketing, Rowe
043 Skill in preparing information for advertising copy that will create customer desire.	3	
056 Skill in writing advertising copy.		
131 Skill in writing grammatically correct, attention-getting advertising copy.	1	

COMMUNICATIONS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -3-
VERBAL		
IMPORTANCE OF VERBAL COMMUNICATION		Communications in Marketing, Rowe Communications at Work, Williams-Eggland
147 Attitude that in distributive occupations the "spoken word" is an important tool of the trade.	2	
144 Attitude that the ability to communicate skillfully in good English is essential to a person's business advancement.	1	
IMPORTANCE OF VOICE		Communications in Marketing, Rowe Speak Up, Adams-Pollock
154 A belief that the voice is an important medium through which selling is accomplished.	2	
150 An awareness that the voice can be used to express conviction and convey confidence.	3	
151 Attitude that the tone of voice can express sincere welcome and eagerness to be of service.	2	
155 A feeling that voice tone quality enhances the value of the merchandise described.	1	
PROPER GRAMMAR		Communications in Marketing, Rowe Communications at Work, Williams-Eggland
145 Attitude that poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.	3	
122 Skill in effective use of speech and vocabulary.	3	
*APPROPRIATE VOCABULARY		Communications in Marketing, Rowe
101 Knowledge of the situations in which to use a technical language or commonly understood language.	1	
INTERPRETATION OF THE SPOKEN WORD		Communications in Marketing, Rowe Fundamentals of Selling, Wingate-Nolan
111 Understanding that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretations can be made by individual listeners.	1 1	
164 Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.		

COMMUNICATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -4-
VERBAL (continued ...)		
APPROPRIATE INTRODUCTION		Communications in Marketing, Rowe Managing by Communications, Merrihue
096 Knowledge of how to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.	1	
153 An awareness that the use of terms of "endearment" lowers the merchandise, the salesperson and the store's image in the estimation of the customer.	1	
ENUNCIATION AND PRONUNCIATION		Communications in Marketing, Rowe Human Relations in Marketing, Hiserodt
152 An appreciation of the value of correct enunciation and pronunciation in speaking.	2	
137 Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	3	
USING GESTURES		Communications in Marketing, Rowe Communications at Work, Williams-Eggland
166 A realization that gestures help convey feelings in spoken communications.	2	
WRITTEN		
BUSINESS LETTER WRITING		Communications at Work, Williams-Eggland Business English and Communications, Steward-Lanham
095 Knowledge of the correct forms used in business letter writing.	1	
133 Skill in writing informative and effective business letters.	1	How to Write Successful Business Letters, Raibel
*WRITTEN REPORTS		Communications at Work, Williams-Eggland
094 Knowledge of how to use written communications in forms and reports.	3	
STAFF		
LISTENING TO AND FOLLOWING DIRECTIONS		Communications in Marketing, Rowe Jeffrey's Department Store
119 Skill in listening to and following directions.	3	

COMMUNICATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -5-
STAFF (continued ...)		
*ROLE OF EMPLOYEE MEETINGS		IDECC
167 Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.	1	
*INTERPRETATION OF STORE POLICIES		Supervisory Skills in Marketing, Crawford
108 Understanding that the supervisor in his contact with new customers, new employees, new vendors and new situations must bring the organization's general policies down to specifics.	1	
124 Skill in interpreting management's policies to employer and employee's problems to management.	1	
CONFIDENTIAL INFORMATION		Communications in Marketing, Rowe Human Relations in Marketing, Hiserodt
102 Knowledge of when to keep communications confidential.	2	
SUGGESTING CHANGE TO MANAGEMENT		Communications in Marketing, Rowe
093 Knowledge of how to suggest changes to management.	3	

DISPLAY	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PRINCIPLES/TECHNIQUES		
CREATING CUSTOMER INTEREST		Communications in Marketing, Rowe Retailing Principles and Practices, Richert-Meyers-Haines Fundamentals of Selling, Wingate-Nolan Retail Merchandising, Wingate-Samson Display and Promotion, Smith
805 Knowledge of the ways to show or display merchandise to create interest and desire in customers.	1	
894 Skill in displaying merchandise in a way that creates interest and desire in customers.	1	

HUMAN RELATIONS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PERSONAL DEVELOPMENT		
IMPORTANCE OF HUMAN RELATIONS		Human Relations in Marketing, Hiserodt Jeffrey's Department Store
309 Attitude that next to job performance, human relations is an employee's greatest responsibility.	1	
310 Attitude that the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.	1	
UNDERSTANDING SELF AND OTHERS		Human Relations in Marketing, Hiserodt Jeffrey's Department Store
302 Ability to understand one's self.	1	
313 An awareness that understanding others and one's self is basic to working harmoniously together.	1	
PERSONALITY TRAITS		Human Relations in Marketing, Hiserodt Personality and Human Relations, Sferra-Wright-Rice Your Personality and You, Splaver-Messner
326 An awareness that good human relations depends on the personality factor and the adjustment of personalities.	1	
286 Skill in developing personality traits necessary for successful job performance.	3	
HONESTY AND INTEGRITY		Human Relations in Marketing, Hiserodt Jeffrey's Department Store
312 Attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.	1	
ORDERLY AND SYSTEMATIC BEHAVIOR		IDECC
267 Knowledge of how to be orderly and systematic.	2	
POSITIVE ATTITUDE		Human Relations in Marketing, Hiserodt Jeffrey's Department Store
274 Understanding that a positive attitude is usually reflected in one's work.	1	

HUMAN RELATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -8-
PERSONAL DEVELOPMENT (continued ...)		
INTEREST AND ENTHUSIASM		Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
158 An awareness that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise and for customers.	2	
268 Knowledge of how to show an interest in others.	2	
303 Skill in generating enthusiasm toward people.	1	
*INITIATIVE AND CREATIVITY		Human Relations in Marketing, Hiserodt Supervisory Skills in Marketing, Crawford
317 An awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.	1	
296 Skill in demonstrating initiative and creativity.	1	
*DEVELOPING POSITIVE WORKING RELATIONSHIPS		Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
269 Knowledge of how to build sound working relations in "forced" associations.	1	
281 Skill in developing and maintaining harmonious relationships with other employees.	1	
283 Skill in working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	1	
FIRST IMPRESSIONS		Basic Selling, Ernest
163 A realization that first impressions are important to the business and last impressions are longest remembered.	2	
PERSONAL HEALTH		Supervisory Skills in Marketing, Crawford
285 Skill in maintaining good health for effective job performance.	2	
DRESS AND GROOMING		Human Relations in Marketing, Hiserodt Communications in Marketing, Rowe
263 Knowledge of how to dress aporopriately for the job and maintain a well-groomed appearance.	2	
319 An awareness that good personal appearance helps create effective customer impressions.	1	

HUMAN RELATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PERSONAL DEVELOPMENT (continued ...)		
*ACCEPTING CRITICISM		Supervisory Skills in Marketing, Crawford
295 Skill in accepting criticism and turning it into a character-building element.	2	
*SELF CONTROL		Supervisory Skills in Marketing, Crawford Personality and Human Relations, Sferra-Wright-Rice
284 Skill in maintaining an objective point of view in problem situations.	1	
294 Skill in exercising self-control during trying situations.	2	
*ADJUSTING TO CHANGE		Human Relations in Marketing, Hiserodt
316 An awareness that an employee must be willing to accept and adjust to change.	1	
301 Skill in adjusting to change.		
*AVOIDING MISREPRESENTATION		Communications in Marketing, Rowe
289 Skill in avoiding misrepresentations of people, products and policies.	1	
PROFESSIONAL ORGANIZATIONS		Human Relations in Marketing, Hiserodt The Branch Manager's Manual, Beatrice-Judelle
663 Knowledge of the names and purposes of significant professional associations--local, state and national--that are of interest to retail management.	1	
334 A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.	1	
CUSTOMER CONTACT		
HUMAN RELATIONS AND PUBLIC RELATIONS		Marketing, Sales Promotions and Advertising, Nolan-Warmhe Marketing and Distribution, Mason-Roth
320 A feeling that good human relations within a company build good public relations.	1	
933 A realization of the importance of the salesperson's position in regard to his public relations function.	2	

HUMAN RELATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
CUSTOMER CONTACT (continued ...)		
EFFECTIVE COMMUNICATIONS		Communications in Marketing, Rowe Fundamentals of Selling, Wingate-Nolan
161 A realization that even in the most skillfully constructed communications misinteroretations will develop.	1	
127 Skill in communicating effectively with customers, co-workers and supervisors.	2	
REPRESENTING THE BUSINESS		Human Relations in Marketing, Hiserodt
287 Skill in representing the business favorably to customers and outside business associates.	1	
HANDLING CUSTOMER INQUIRIES		Communications in Marketing, Rowe
116 Skill in satisfactorily handling customer inquiries for general information.	3	
*INTERPRETING STORE POLICIES TO CUSTOMERS		Communications in Marketing, Rowe
117 Skill in interpreting store policies to customers.	3	
*DIRECTING CUSTOMERS TO STORE LOCATIONS		Business Principles and Management, Shilt-Carmichle-Wilson
826 Knowledge of department and merchandise locations within the store.	1	Retail Merchandising, Wingate-Samson
042 Skill in correctly informing customers of the location of advertising merchandise within the store.	1	

MATHEMATICS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -11-
BASIC SKILLS		
TYPES OF MATHEMATICAL MANIPULATIONS		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
353 Knowledge of mathematical manipulations up to and including first degree algebraic expressions.	10	
ADDITION		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
358 Skill in adding columns of figures with facility.	1	
MULTIPLYING AND EXTENDING FIGURES		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
357 Skill in multiplying and extending figures with facility.	1	
PERCENTAGES		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
377 Skill in using and translating percentages with facility.	1	
CASHIERING PROCEDURES		
CALCULATING AMOUNT OF PURCHASE		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
384 Ability to determine the prices of merchandise being purchased in a lesser quantity than that originally multiple priced.	1	Retail Merchandising, Wingate-Samson Retail Selling, Bodle-Corey
374 Skill in accurately calculating the exact amount of a customer's purchase.	1	
390 Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.	1	
COMPUTING DISCOUNTS, TAXES, AND SPECIAL CHARGES		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
359 Skill in computing postal and mail charges for delivery of merchandise to customers.	1	
360 Skill in reading and interpreting self computing scales that speed up mathematical procedures such as tax computation charts.	1	
362 Skill in computing local, state and federal taxes which must be applied in the sale of goods.	1	
363 Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing sales-checks.	1	

MATHEMATICS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -12-
CASHIERING PROCEDURES (continued ...)		
HANDLING CASH SALES		Mathematics in Marketing, Logan-Freeman
813 Knowledge of the procedures involved in conducting a cash sale transaction.	1	
890 Ability to efficiently handle a cash sale transaction.	1	
HANDLING CHECKS		Cashing Checks, National Cash Register
832 Knowledge of how to process checks received in payment for merchandise purchased.	1	
621 Knowledge of how to authorize customer checks according to the store's policy.	1	
775 Attitude that since cashing checks is a risky business every precaution should be taken when cashing them.	3	
MAKING CHANGE		Marketing Math, Stull Mathematics in Marketing, Logan-Freeman
818 Knowledge of how to make change and count it back to the customer.	1	
896 Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.	2	
386 Ability to make change quickly and accurately.	1	
371 Skill in making change and using the cash register.	1	
RECORDING AND REPORTING SALES TAX		IDECC
633 Knowledge of how to record and report federal and state sales tax.	2	

	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -13-
BUYING CONSIDERATIONS		
*COMPARISON SHOPPING		Fundamentals of Selling, Wingate-Nolan Marketing and Distribution, Mason-Roth
004 Knowledge of the merchandise features to analyze when making comparison shoppings of a competitor's merchandise.	1	Retailing Principles and Practices, Richert-Meyers-Haines
050 Ability to make comparison shoppings of a competitor's merchandise.	2	Salesmanship Fundamentals,
438 Skill in keeping informed of competitive conditions in the market area which the store serves.	1	Ernest-DeVall-Gress
546 Skill in knowing what to look for when making comparison shoppings of a competitor's merchandise.	1	
553 Skill in showing to customers the points of superiority of one's own product in comparison to competing stores' products.	1	
DETERMINING QUANTITIES TO BUY		IDECC
446 Ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.	1	
UNIT INVENTORY CONTROL SYSTEMS		Marketing and Distribution, Mason-Roth Marketing Sales Promotion and Advertising,
415 Knowledge of the uses of unit control records in predicting trends in price lines, colors, types, sizes, etc.	1	Nolan-Warmhe Merchandising, Don-Richert-Meyers-Haines
427 Knowledge of the uses of the information available from unit inventory control systems.	1	Retail Advertising and Sales Promotion, Edwards-Brown
451 Skill in using unit control records to predict trends in price lines, colors, types, sizes, etc.	1	Retail Merchandising, Wingate-Samson
490 A belief that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.	1	Retailing Principles and Practices, Richert-Meyers-Haines
466 Skill in using forms and records necessary in inventory control.	1	The Buyer's Manual, NRMA
467 Skill in interpreting and using the information available from unit inventory control systems.	2	
MAINTAINING BALANCED INVENTORY		Merchandising, Don-Richert-Meyers-Haines
402 Attitude that a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.	1	
436 Skill in maintaining a close relationship between stocks and sales.	1	

MERCHANDISING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -14-
BUYING CONSIDERATIONS (continued ...)		
PURPOSE OF STOCK COUNTS		Retail Business Management, Gillespie-Hecht Retail Management, Davison-Brown
401 Understanding that stock counts are taken for inventory-control purposes and for ordering purposes.	1	Retailing Principles and Practices, Richert-Meyers-Haines
*CONDUCTING STOCK COUNTS		Retail Merchandising, Wingate-Samson Retailing Principles and Practices,
414 Knowledge of the procedures involved in a merchandise count for physical inventory.	1	Richert-Meyers-Haines
463 Ability to participate in merchandise counts for physical inventories.	1	
442 Skill in taking accurate stock counts of merchandise for ordering, inventory or unit-book-control.	2	
MODEL STOCK PLANS		Fashion Merchandising, Troxelle Retail Merchandising, Wingate-Samson
637 Knowledge of the amount on-hand of various items which is considered an adequate supply.	2	Retail Selling, Bodle-Corey Retailing Management, Davison-Brown
423 Knowledge of stock quantities necessary for seasonal or year-round selling.	1	Retailing Principles and Practices,
408 Knowledge of the uses of a model (or basic) stock plan.	1	Richert-Meyers-Haines
549 Skill in keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.	1	The Buyer's Manual, NRMA
447 Skill in determining stock quantities necessary for seasonal or year-round selling.	1	
453 Skill in preparing and maintaining a model (or basic) stock plan.	1	
433 Skill in placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.		
*REPORTING LOW STOCK QUANTITIES		Retailing Principles and Practices, Richert-Meyers-Haines
947 Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.	1	
476 Attitude that the buyer must be kept informed of low quantity points of staple stocks.	1	
PRICING		
STORE POLICIES		Merchandising, Don-Richert-Meyers-Haines
396 Knowledge of the store's price-line structure and pricing policies.	1	

MERCHANDISING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
PRICING (continued ...)		
PSYCHOLOGICAL EFFECTS OF PRICING		Business Principles and Management, Shilt Buying and Pricing, Don
397 Knowledge of the ways prices psychologically affect consumers.	1	Fundamentals of Selling, Wingate-Nolan
460 Ability to determine the psychological effect of prices on a customer.	1	Retailing Principles and Practices, Richert-Meyers-Haines
DETERMINING RETAIL PRICES		Mathematics in Marketing, Logan-Freeman Marketing Math, Stull
392 Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.	1	
364 Skill in figuring markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.	1	
375 Skill in setting prices on goods and services that will cover the cost of operation and yield a profit.	1	

MANAGEMENT	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -16-
PERSONNEL EMPLOYMENT		
SELECTING NEW EMPLOYEES		Human Relations in Marketing, Hiserodt Starting Your Own Business, Ely-Barns Supervisory Skills in Marketing, Crawford
661 Knowledge of how to interview potential employees, obtaining all necessary data and offering them information concerning the business-its operation and policies.	1	
764 Attitude that attention must be paid to state and local laws regulating the hiring of minors, wages and hours, and health examinations.	1	
693 Ability to select those persons most nearly qualified for employment when recruiting potential employees.	1	
692 Skill in carefully selecting and placing employees in jobs which they are physically, mentally and emotionally equipped to perform.	1	
297 Ability to determine which applicants shall be employed in order to best carry out business objectives.	4	
290 Skill in selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.	1	
ORIENTING NEW EMPLOYEES		Personnel Management, Chruden-Sherman Personnel Policies, Guio
275 Understanding that supervisors must help new employees adjust to their jobs, seeing that they become acquainted with fellow employees.	1	
606 Knowledge of the ways to make job orientation for new employees friendly, skillful and adequate.	1	
282 Skill in sponsoring new employees in the department or store.	1	
691 Ability to make job orientation for new employees friendly, skillful and adequate.	1	
EMPLOYEE TRAINING		Human Relations in Marketing, Hiserodt Starting Your Own Business, Ely-Barns Supervisory Skills in Marketing, Crawford
745 Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.	1	
580 Attitude that a continual program of training and retraining employees with product knowledge must be carried out.	1	
746 Attitude that salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.	1	
768 Attitude that a good supervisor must also be an effective teacher or trainer.	1	
748 Attitude that it is management's responsibility for providing job knowledge through training.	1	
104 Knowledge of adult training classes offered for store employees and distributive workers by the local public school system and other agencies in the community.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -17-
PERSONNEL EMPLOYMENT (continued ...)		
TRAINING SKILLS		Retail Business Management, Gillespie-Hecht Retail Merchandising, Wingate-Samson
607 Knowledge of the methods of training which can be used such as telling, showing, demonstration and dramatization.	1	
293 Skill in training employees and following-up on the effectiveness of training.	1	
690 Skill in selecting and using the methods of training best suited to individual situations.	1	
138 Ability to assist with training or teaching others.	3	
MANAGEMENT TRAINING		Human Relations in Marketing, Hiserodt
789 Attitude that in order to be best prepared for future management responsibilities trainees must be willing to work and train in various capacities within a store operation.	1	
330 A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.	1	
332 Attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of the business.	1	
790 Attitude that time spent training assistant managers (potential store managers) is worthwhile to the future of the business.		
MORALE AND MOTIVATION		
EMPLOYEE MORALE		Communications in Marketing, Rowe Jeffrey's Department Store Supervisory Skills in Marketing, Crawford
272 Knowledge of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.	1	
311 Attitude that employee morale is a primary responsibility of management.	1	
328 A realization that employee morale is influenced by the supervisor's attitude.	1	
262 Knowledge of the factors which appear to affect employee morale.	1	
264 Knowledge of how to build morale in employees.	1	
ROLE OF HUMAN RELATIONS		Human Relations in Marketing, Hiserodt
321 An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.	1	
322 An awareness that good human relations helps increase production by stimulating interest and creativeness in employees.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -18-
MORALE AND MOTIVATION (continued ...)		
WORKING ENVIRONMENT		Human Relations in Marketing, Hiserodt Succeeding in the World of Work Retail Merchandising, Wingate-Samson
276 Understanding that human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.	1	
604 Knowledge of how to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.	1	
266 Knowledge of how to develop and maintain a pleasant working environment.	1	
744 Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.	1	
*DEVELOPING PRIDE IN THE COMPANY		Starting Your Own Business, Ely-Barns Supervisory Skills in Marketing, Crawford
605 Knowledge of how to help each employee have a feeling of pride in his company and the worthwhileness of his work.	1	
MOTIVATING OTHERS		Communications in Marketing, Rowe Human Relations in Marketing, Hiserodt Modern Retail Management, Duncan-Phillips-Hollander
097 Knowledge of how to communicate with others in order to motivate them to work willingly.	1	
270 Knowledge of how to motivate others for best performance.	1	
ACHIEVING RESULTS THROUGH OTHERS		Human Relations in Marketing, Hiserodt Supervisory Skills in Marketing, Crawford
273 Understanding that supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.	1	
261 Knowledge of how to get results through people by practicing effective human relations.	1	
314 Attitude that leadership concentrates on effective relationships with others, but is oriented toward making progress and achieving results.	2	
315 A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.	2	
IMPORTANCE OF EFFECTIVE COMMUNICATION		Communications in Marketing, Rowe Supervisory Skills in Marketing, Crawford
159 A belief that an important phase of management's responsibility in any organization is communication.	1	
331 An awareness that motivation is closely connected with communication.	1	
786 Attitude that employees must be made aware of sales, profits, margins, striving for best possible profits.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -19-
MORALE AND MOTIVATION (continued ...)		
*LEADERSHIP BY EXAMPLE		Supervisory Skills in Marketing, Crawford
318 A belief that a supervisor should set an example of personal work habits and character which employees can emulate.	1	
*RECOGNITION OF OTHERS		Communications in Marketing, Rowe Supervisory Skills in Marketing, Crawford
265 Knowledge of how to recognize the accomplishments of others.	1	
740 A belief that each employee should be made to feel his efforts are really appreciated.	1	
CAPITALIZING ON EMPLOYEE ATTRIBUTES		Human Relations in Marketing, Hiserodt
300 Ability to capitalize on the talents and attributes of employees both to their benefit and that of the business's.	1	
EMPLOYEE COMPLAINTS AND GRIEVANCES		Human Relations in Marketing, Hiserodt Supervisory Skills in Marketing, Crawford
271 Knowledge of the evidences of poor morale--high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output and tardiness.	1	
291 Skill in interviewing employees regarding corrections and grievances.	1	
157 Attitude that by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.	1	
106 Understanding that to control grievances within the organization, employees should be given timely information concerning policies and procedures.	1	
652 Knowledge of how to handle employee complaints and grievances, maintaining an objective point-of-view.	1	
POLICIES/ORGANIZATION		
GENERAL MANAGEMENT CONSIDERATIONS		Starting Your Own Business, Ely-Barns
674 Knowledge of the intangibles of business such as human relations factors, long-run economic factors and innovations which may influence business.	1	
725 Ability to keep informed of new developments and improvements in equipment and supplies and adapt those to the business that will prove most profitable.	2	
716 Skill in keeping informed of developments and trends which will affect present and future store operations.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
POLICIES/ORGANIZATION (continued ...)		
*OPERATING EXPENSES		Marketing Math, Stull
348 Understanding that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.	1	
*ESTABLISHING AND INTERPRETING POLICIES		Supervisory Skills in Marketing, Crawford Retail Business Management, Gillespie-Hecht
308 Attitude that the store's personnel policies are established for the benefit of the store and the employee.	1	
749 Attitude that management, supervisors and employees require a framework of policies and procedures within which to operate.	1	
741 A belief that careful and thoughtful consideration should be given to the probable effect each rule, notice and practice will have on the feelings of all concerned.	1	
743 A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.	1	
715 Skill in determining, setting up and interpreting to employees those store policies and procedures that will be most beneficial to the operation of the business and to store personnel.	2	
EMPLOYEE PARTICIPATION IN POLICYMAKING		Communication in Marketing, Rowe Human Relations in Marketing, Hiserodt
278 Understanding that employees will comply more readily with policies they understand.	1	
277 Understanding that personnel usually understand and comply more readily with policies and procedures which they have helped develop.	1	
327 A realization that employees' ideas often prove beneficial when incorporated into business operations.	1	
742 A belief that employees should have a part in planning those things which affect their working conditions.	1	
*PERSONNEL ORGANIZATION		Human Relations in Marketing, Hiserodt Starting Your Own Business, Ely-Barns Supervisory Skills in Marketing, Crawford
609 Understanding that a personnel organization by showing lines of authority and responsibility can be used in hiring and training as well as in increasing morale.	1	
758 An awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.	1	
759 Attitude that lines of authority should be followed, so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.	1	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
POLICIES/ORGANIZATION (continued ...)		
*PLANNING AND ORGANIZING WORK		Personnel Management, Chruden-Sherman Supervisory Skills in Marketing, Crawford
695 Ability to determine in various situations the most efficient way to get the job accomplished.	1	
723 Skill in planning and organizing work.	1	
*ASSIGNING DUTIES AND RESPONSIBILITIES		Communications in Marketing, Rowe Supervisory Skills in Marketing, Crawford
100 Knowledge of the approaches which can be used in assigning duties and delegating authority so that everything is completely clear.	1	
109 Understanding that communications in assigning work means a constant striving for clarity.	1	
139 Ability to convey directions and instructions clearly to employees.	1	
*SCHEDULING EMPLOYEES		Supervisory Skills in Marketing, Crawford The Branch Manager's Manual, Judelle
608 Knowledge of how to plan work-force budgets and schedule employee working hours, lunch hours and reliefs.	1	
779 Attitude that customer relations can be maintained at a high level by scheduling personnel for adequate check-out coverage.	1	
763 Attitude that employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.	1	
782 Attitude that careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.	1	
712 Skill in planning and developing a work force budget and scheduleing employee working hours, lunch hours and reliefs.	1	
CUSTOMER SERVICES		
ROLE OF SPECIAL CUSTOMER SERVICES		Customer Services, Buckner
754 An awareness that special customer services and accommodations build customer goodwill and help increase sales.	1	
CONTROLLING EXPENSES		
EXPENSE CONTROL		Retailing Principles and Practices, Richert-Meyers-Haines Store Organization and Operations, Robinson Wholesaling and Physical Distribution, Ertel-Walsh
619 Understanding that careful use of supplies will help control expenses.	1	
618 Understanding that seemingly small savings in some expense areas can mean a substantial gain in profits.	2	

MANAGEMENT (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -22-
CONTROLLING EXPENSES (continued ...)		
EXPENSE CONTROL (continued ...)		
666 Knowledge of how to control expenses in order to provide the highest possible profit.	1	
752 A realization that expenses are an influential factor in making merchandise profitable.	1	
694 Ability to observe and evaluate the operations of similar stores in an attempt to increase efficiency in one's own store operation.	1	
EXPENSE CONTROL--EMPLOYEE ROLE		IDECC
617 Understanding that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.	1	
BUDGETING AND RECORDKEEPING		
ANALYZING STATISTICAL REPORTS		Marketing Math, Stull
367 Skill in analyzing charts and graphs and interpreting the data.	1	
372 Skill in selecting and analyzing pertinent factors from a statistical or written report.	1	

OPERATIONS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -23-
CREDIT		
PURPOSE AND IMPORTANCE		Basic Retail Credit, Ohio State Credit and Collections, Kohns
B21 Knowledge of the importance of credit as a selling tool.	1	Retailing Principles and Practices, Richert-Meyers-Haines
735 An awareness of the advantages of credit to the store--produces sales that might never have been made, increases the number of sales per customer and attracts a better type of customer to the store.	1	
736 An awareness of the advantages of credit to the customer--smooths out irregularities of purchasing power, is a shopping convenience, etc.	1	
RECEIVING AND STOCK HANDLING		
STOCK CONTROL RECORDS		Retail Merchandising, Wingate-Samson Retailing Principles and Practices, Richert-Meyers-Haines
400 Knowledge of the uses of forms and records necessary in inventory control.	1	Starting Your Own Business, Ely-Barns
640 Knowledge of the uses of forms and reports necessary in stockkeeping.	1	Wholesaling and Physical Distribution, Ertel-Walsh
474 Attitude that stockkeeping errors or losses affect company profits.	1	
379 Ability to maintain mathematically correct stock control records.	1	
368 Skill in keeping stock control books--posting prices, styles, codes, sales, markdowns, merchandise returns, etc.	1	
CHECKING INCOMING MERCHANDISE		Retailing Principles and Practices, Richert-Meyers-Haines
638 Knowledge of the procedures involved in checking merchandise in against an invoice.	2	Wholesaling and Physical Distribution, Ertel-Walsh
761 Attitude that complete records should be kept of all incoming merchandise for store protection.	1	
708 Skill in accurately checking in merchandise against an invoice.	2	
SHIPPING/RECEIVING DISCREPANCIES		Wholesaling and Physical Distribution, Ertel-Walsh
639 Knowledge of the procedures for handling incorrect amounts or types of merchandise received.	1	
760 An awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.	1	
703 Skill in determining the priority for processing (in receiving and marking) merchandise.	1	
707 Skill in handling incorrect amounts or types of merchandise received.		

OPERATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -24-
RECEIVING AND STOCK HANDLING (continued ...)		
REPORTING AND FILING CLAIMS		Wholesaling and Physical Distribution, Ertel-Walsh
642 Knowledge of the procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.	4	
643 Knowledge on how to follow through on non-delivered or lost merchandise.	1	
706 Skill in following through on non-delivered or lost merchandise.	1	
DAMAGED MERCHANDISE		Wholesaling and Physical Distribution, Ertel-Walsh
634 Knowledge of procedures for reporting and handling damaged merchandise.	3	
784 Attitude that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.	1	
MERCHANDISE RETURNS TO MANUFACTURERS		Wholesaling and Physical Distribution, Ertel-Walsh
413 Knowledge of the reasons for making returns of merchandise to manufacturers.	1	
STORE MAINTENANCE/HOUSEKEEPING		
FUNCTIONS OF STORE MAINTENANCE		Retail Merchandising, Wingate-Samson Retailing Principles and Practices, Richert-Mayers-Haines
614 Knowledge of the functions of store maintenance.	1	
750 Attitude that a well-kept store is a primary means of attracting and holding business.	1	
HOUSEKEEPING RESPONSIBILITIES		Fundamentals of Selling, Wingate-Nolan Retail Merchandising, Wingate-Samson
840 Knowledge of the housekeeping duties which must be performed in connection with proper stock care.	1	
940 Attitude that stocks which are kept fresh and tidy are a true asset during a sale.	2	
*HANDLING STORE EQUIPMENT		IDECC
696 Skill in handling and caring for store equipment.	1	

OPERATIONS (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -25-
STORE MAINTENANCE/HOUSEKEEPING (continued ...)		
*SUPPLY REQUISITIONS		IDECC
635 Knowledge of how to requisition and obtain supplies needed by the department such as salescheck books, wrapping supplies and report forms.	2	
SECURITY/ACCIDENT PREVENTION		
EMERGENCY PLANNING		Starting Your Own Business, Ely-Barns
788 Attitude that employees must be made alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.	1	Wholesaling and Physical Distribution, Ertel-Walsh
751 Belief that employees must be trained with regard to safety measures and accident prevention.	1	
731 Ability to think ahead and plan for any emergencies that might arise.	1	
*SAFETY PRECAUTIONS		Wholesaling and Physical Distribution, Ertel-Walsh
615 Understanding that proper care of store equipment and proper stock arrangements can help prevent accidents.	1	
777 Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.	1	
732 Skill in remembering safety precautions that can eliminate accidents while handling equipment.	1	
*ACCIDENT PROCEDURES		IDECC
660 Knowledge of how to take care of employees' and customers' accidents in the store.	1	

PRODUCT AND SERVICE	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -26-
TYPES AND SOURCES		
USE OF JOURNALS AND PERIODICALS		Basic Selling, Ernest Fundamentals of Selling, Wingate-Nolan
581 Attitude that a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.	1	Merchandising, Don-Richert-Meyers-Haines
149 An awareness that fashion and style information, product knowledge and business trends can be obtained by reading trade and business journals and publications.	1	Retailing Principles and Practices, Richert-Meyers-Haines
110 Understanding that valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.	1	
435 Skill in keeping up-to-date on trends through trade journals, central buying office aids, etc.	1	

SELLING	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -27-
CUSTOMER RELATIONS		
IMPORTANCE OF SELLING		Basic Selling, Ernest Creative Selling, Ernest
921 A belief that the job of selling contributes to the well-being of customers.	2	Fundamentals of Selling, Wingate-Nolan
930 Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.	1	
923 A conviction that selling is important to the store and to the economy.	2	
938 A feeling of pride in being a salesperson.	1	
SELLING INTEGRITY		Marketing and Distribution, Mason-Roth Salesmanship Fundamentals, Ernest-DeVall
957 Attitude that one should give the best customer service with the customer always first in mind.	1	
943 A belief that one should live up to promises made to customers.	2	
919 A feeling that the customer needs the service or product being offered.	1	
OBSERVING STORE POLICIES		Customer Services, Buckner
899 Ability to serve customers in the manner or style that management desires.	3	
932 Attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.	1	
*KNOWLEDGE OF THE TYPES OF CUSTOMERS		Basic Salesmanship, Ernest Creative Selling, Ernest
920 A feeling of sincere interest in customers and their problems.	2	Fundamentals of Selling, Wingate-Nolan
865 Skill in remembering personal information about individual customers.	2	Salesmanship Fundamentals, Ernest-DeVall
867 Skill in showing a genuine interest in the customer's problem.	2	Sales Horizons, Haas-Perry
HANDLING INDIVIDUAL NEEDS		Creative Selling, Ernest Fundamentals of Selling, Wingate-Nolan
810 Knowledge of how to handle individual differences in customers.	1	Sales Horizons, Haas-Perry
918 A feeling that each customer is an "individual".	2	
863 Skill in distinguishing a customer's personal characteristics while talking to him.	3	
288 Skill in adapting to the personality and needs of customers.	1	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -28-
CUSTOMER RELATIONS (continued ...)		
*CUSTOMER COURTESY		Basic Salesmanship, Ernest Creative Selling, Ernest
828 Understanding that customer loyalty can be built with timely merchandise and friendly service.	2	Fundamentals of Selling, Richert-Meyers-Haines
880 Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.	3	Retail Merchandising, Wingate-Samson
*HANDLING DIFFICULT CUSTOMERS		Fundamentals of Selling, Wingate-Nolan Salesmanship Fundamentals, Ernest-DeVall
280 Knowledge of the ways to effectively handle difficult customers.	1	
897 Ability to tactfully handle difficult customers.	1	
*CUSTOMER COMPLAINTS		Communications in Marketing, Rowe Customer Services, Buckner
823 Knowledge of the ways to handle customer complaints according to store policy.	1	
937 Attitude that the customer--by his/her very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.	2	
927 Attitude that a customer's complaint is an excellent opportunity to build goodwill.	2	
BASIC TRANSACTIONS		
SUGGESTION SELLING--GENERAL		Basic Selling, Ernest Fundamentals of Selling, Ernest
809 Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.	1	Retail Merchandising, Wingate-Samson Retailing Principles and Practices, Richert-Meyers-Haines
844 Knowledge of the effects of underselling and understanding that underselling is often as harmful as overselling.		
929 Attitude that suggestion selling is a service to the customer and also personal satisfaction for money spent.	2	
877 Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.	4	
882 Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.	1	
875 Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	2	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -29-
BASIC TRANSACTIONS (continued ...)		
TELEPHONE AND MAIL SELLING		Communications in Marketing, Rowe Fundamentals of Selling, Wingate-Nolan
099 Knowledge of the differences that exist in communications used in selling over the telephone and over the counter.	1	Retail Selling, Bodle-Corey Retailing Principles and Practices,
835 Knowledge of how to fill mail or telephone orders for merchandise.	2	Richert-Meyers-Haines
008 Knowledge of the procedures for handling mail and telephone orders in response to ads.	1	
156 An awareness of the importance of adequate merchandise knowledge in telephone selling.	1	
130 Skill in listening to customers' names and addresses and writing them correctly.	1	
115 Skill in receiving or giving telephone orders, complaints and messages.	1	
HANDLING MERCHANDISE		
DEMONSTRATING THE MERCHANDISE		Basic Selling, Ernest Retail Merchandising, Wingate-Samson
806 Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.	1	Retailing Principles and Practices, Richert-Meyers-Haines
501 Knowledge of the ways to show that an item of merchandise is suited for the purpose the customer has in mind.	1	Salesmanship Fundamentals, Ernest-DeVall
939 A belief that to avoid confusing the customer a reasonable number of items should be shown at one time.	2	
893 Skill in demonstrating merchandise in the ways it may be used by the customer.	1	
MERCHANDISE INFORMATION		
*ATTITUDE TOWARD THE MERCHANDISE		Marketing and Distribution, Mason-Roth Marketing, Sales Promotion and Advertising,
922 A strong interest in the merchandise or service being sold.	2	Nolan-Warmhe
925 A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.		Sales Horizons, Haas-Perry Salesmanship Fundamentals, Ernest-DeVall
IMPORTANCE OF MERCHANDISING INFORMATION		Basic Selling, Ernest Creative Selling, Ernest
510 Understanding that adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.	1	Retailing Principles and Practices, Richert-Meyers-Haines
950 An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperon's personality.	2	Supervisory Skills in Marketing, Crawford
583 Attitude that adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.	1	

SELLING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -30-
MERCHANDISE INFORMATION (continued ...)		
IMPORTANCE OF MERCHANDISING INFORMATION (continued ...)		
587 Belief that adequate merchandise information will help increase sales and promote better customer relations.	1	
588 A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.	1	
582 Attitude that a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.	1	
586 Attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.	1	
931 Attitude that basic product information is necessary to demonstrate good selling practices.	1	
*KNOWLEDGE OF ADVERTISED/DISPLAYED MERCHANDISE		Fundamentals of Selling, Wingate-Nolan Marketing Sales Promotion and Advertising, Nolan-Warmhe Marketing and Distribution, Mason-Roth Retailing Principles and Practices, Richert-Meyers-Haines
509 Knowledge of the values of advertising information to the salesperson.	1	
941 A belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.	2	
072 Attitude that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitors.	1	
070 Attitude that it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.	1	
589 Attitude that specific merchandise information may be found in advertisements.	1	
039 Skill in studying specific information in ads and using the advertised facts effectively in selling.	1	
555 Skill in using facts from merchandise advertisements during sales.	1	
003 Knowledge of the prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.	1	
COMPETITORS' ADVERTISING		Advertising, Antrim Advertising Planning and Techniques, Samson Creative Selling, Ernest
062 Attitude that an awareness of competitors' advertised merchandise--its prices and competitive selling features--is beneficial in selling one's own merchandise.	1	
*USING MERCHANDISE INFORMATION		Fundamentals of Selling, Wingate-Nolan Retailing Principles and Practices
551 Skill in building a sales talk around merchandise selling features.	1	
562 Skill in selecting and quoting factual comments about certain products.	1	
548 Skill in using facts about the merchandise itself when helping a customer make a buying decision.	1	

		NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -31-
MERCHANDISE INFORMATION (continued ...)			
FEATURES/BENEFITS			Creative Salesmanship, Ernest Fundamentals of Selling, Wingate-Nolan
827	Knowledge of the selling features of products and/or services.	1	Retailing Principles and Practices, Richert-Meyers-Haines
822	Knowledge of how to translate product knowledge into customer benefits.	1	Salesmanship Fundamentals, Ernest
499	Knowledge of the ways to interpret the features of a product in terms of benefits to customers.	1	Sales Horizons, Haas-Perry
949	An awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.	2	
584	Attitude that usually services and benefits are bought rather than goods or merchandise.	1	
885	Ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	4	
550	Skill in expressing customer benefits that accompany merchandise selling features.	1	
873	Skill in relating merchandise benefits to a customer's needs when talking about it.	2	
SELLING VOCABULARY			Retailing Principles and Practices, Richert-Meyers-Haines
808	Knowledge of how to provide information about merchandise which will create desire or interest in customers.	2	Sales Horizons, Haas-Perry
120	Skill in using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.	1	Salesmanship Fundamentals, Ernest
143	Skill in translating technical words concerning an item or merchandise into the customer's language.	1	
123	Skill in selecting and using words suitable to the nature of the article of merchandise or service being sold.	1	
*PRODUCT SUBSTITUTIONS			Fundamentals of Selling, Wingate-Nolan Retailing Principles and Practices, Richert-Meyers-Haines
508	Knowledge of the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.	1	Sales Horizons, Haas-Perry
507	Knowledge of substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.	1	Salesmanship Fundamentals, Ernest
514	Knowledge of the product features and customer acceptance of competing products.	1	
563	Skill in using a knowledge of the features and customer acceptance of competing products and points of superiority of the product being shown during a sale.	1	
871	Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.	2	

	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES -32-
MERCHANDISE INFORMATION (continued ...)		
*DETERMINING SIZE AND FIT		Basic Selling, Ernest Retail Merchandising, Wingate-Samson
506 Knowledge of the sizes, colors, styles and prices in which merchandise is available.	1	Retail Selling, Bodle-Corey
500 Understanding that since sizes vary according to manufacturers and price lines, it is necessary to judge each customer's requirements.	1	
557 Ability to fit customers with correct sizes when selling articles of clothing.	1	

SECTION C

- ECONOMICS -

- CAREER EXPLORATION -

- EMPLOYABILITY SKILLS -

CORE CURRICULUM

ECONOMICS AND MARKETING	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
THE "WHAT" AND "WHY" OF ECONOMICS		
EMC001 Knowledge of what economics is and why it is important.		
ECONOMIC GOODS		
EMC002 Knowledge that economic goods are products and services offered to meet consumer needs and wants.		
PRODUCT UTILITY		
EMC003 Knowledge that the utility of a product means increased usefulness resulting from form, time, place, and possession availabilities.		
ECONOMIC RESOURCES		
EMC004 Understanding that economic resources may be classified as land, labor and capital.		
THE "WHAT" AND "WHY" OF MARKETING		
EMC005 Knowledge of what marketing is and why it is important.		
MERCHANDISING FUNCTIONS		
EMC006 Knowledge that merchandising involves the functions that have to be performed successfully for a business to continue such as financing, buying, storing, servicing, transporting, etc.		
PROFIT		
EMC007 Knowledge that profit is the driving force behind the free enterprise system.		

ECONOMICS AND MARKETING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
BUSINESS RISKS		
EMC008 Understanding that risks are potential losses to which businesses are exposed.		
MARKET PRICE		
EMC009 Understanding that the market price of a product is determined by what a buyer is willing to give and what a seller is willing to take.		
SUPPLY AND DEMAND		
EMC010 Knowledge that supply and demand involve the interaction between products available and the ability and desire of customers to own them.		
COMPETITION		
EMC011 Knowledge of the effects of competition on buyers and sellers.		
PROMOTIONAL MIX		
EMC014 Knowledge that the promotional mix of a business is a combination of different forms of product promotion such as advertising, sales promotion, personal selling, and publicity.		
PRIVATE ENTERPRISE SYSTEM		
EMC015 Understanding that in a private enterprise system businesses are owned by individuals, not governments.		
GNP		
EMC019 Knowledge that the Gross National Product is the total market value of the goods and services produced and rendered in a given year.		

ECONOMICS AND MARKETING (continued ...)	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
INTERNATIONAL TRADE		
EMC023 Knowledge of the effects of international trade on the interdependence of nations.		

CAREER EXPLORATION	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
ECONOMICS OF WORK		
PURPOSES OF WORK		
EXC1 Belief that work is a process of satisfying man's needs. EXC2 Understanding the relationship of work to production and consumption.		
LABOR		
EXC3 Awareness that the divisions and specialization of labor should result in greater productivity. EXC4 Awareness that an increase of both production and consumption must occur for economic growth.		
OCCUPATIONAL CLUSTERS		
CLUSTER COMPOSITION		
EXC5 Awareness that occupational clusters exist as a group of jobs related by some common characteristics. EXC6 Awareness of the seven USOE occupational cluster codes.		
EXPLORATION OF OCCUPATIONAL CLUSTERS		
EXC7 Awareness of the various occupational groups within each occupational code. EXC8 Ability to identify specific jobs within each occupational code. EXC9 Skill in the identification of typical duties performed by specific jobs within each occupational code. EXC10 Ability to compare and contrast specific jobs within each occupational code in terms of duties, training and educational requirements. EXC11 Ability to project the future employment opportunities for specific jobs within each occupational code.		

EMPLOYABILITY SKILLS	NUMBER OF OBJECTIVES	SUGGESTED LEARNING RESOURCES
OCCUPATIONAL AWARENESS		
ES1 Ability to recognize own aptitudes, traits, interests, abilities, and interests in relationship to careers. ES2 Ability to plan career goals based on identified aptitudes, traits, interests, and abilities. ES3 Ability to research the conditions and life styles that accompany the career goal.		Adapted for the 1979 Diversified Cooperative Training Curriculum. "Common Competencies for All Occupations"
EMPLOYMENT PROCESS SKILLS		
ES1 Ability to identify factors that influence morale and job satisfaction. ES2 Skills in completing a job application. ES3 Ability to write a resume. ES4 Knowledge of how to maintain a personal data and skill sheet. ES5 Ability to locate the possibility for a job. ES6 Knowledge of how to prepare for a job interview. ES7 Skill in surveying a working environment and list potential fire and safety hazards. ES8 Ability to write a job application.		

SECTION D

BIBLIOGRAPHY

Core Curriculums Bibliography

	Frequency of Use DCT	DE
Advertising, Antrim	7	6
Advertising and Displaying Merchandise, Samson-Harland	0	2
Advertising Planning and Techniques, Samson	7	5
Basic Selling, Ernest	9	12
Basic Retail Credit, Ohio	1	1
Basic Retailing, Reich-Feldman-Levy		1
Buying and Pricing, Don-Richert-Meyer-Haines	1	1
Business English and Communications, Steward-Lanham	1	1
Business Principles and Management, Shilt-Carmichle-Wilson	2	3
Cashing Checks, National Cash Register	31	1
Checker Cashier, Edison-Mills		1
Communications at Work, Williams-Eggland	5	5
Communications in Marketing, Rowe	29	30
Consumer Economic Problems, Warmhe		3
Creative Selling, Ernest	7	10
Credit and Collections, Kohns	1	1
Customer Services, Buckner	3	8
Display & Promotion, Smith	2	3
Facts About Merchandise, Logan-Moon		1
Fashion Merchandising, Troxelle	1	2
Fundamentals of Selling, Wingate-Nolan	18	26
How to Write a Successful Business Letter, Reibel	1	1
Human Relations in Marketing, Hiserodt	26	16
Jeffrey's Department Store, Koeninger-Hephner	11	9
Managing by Communications, Merrihue	1	1

	DCT	DE
Marketing and Distribution, Mason-Roth	6	13
Marketing Math, Stull	10	10
Marketing, Sales Promotion and Advertising, Nolan-Warmhe	5	7
Mathematics in Marketing, Logan-Freeman	9	12
Merchandising, Don-Richert-Meyers-Haines	5	3
Modern Display Techniques, Mauger-Emily	0	1
Modern Retail Management, Duncan-Phillips-Hollander	1	1
Personality and Human Relations, Sferra-Wright-Rice	2	2
Personnel Management, Chruden-Sherman	2	2
Personnel Policies, Guio	1	1
Planning Your Store for Maximum Sales and Profits, Telchin-Helfant	0	1
Principles of Retailing, Barhen-Anderson	0	1
Retail Advertising and Sales Promotion, Edwards-Brown	2	2
Retail Business Management, Gillespie-Hecht	3	6
Retail Management, Davison-Brown	2	3
Retail Merchandising, Wingate-Samson	14	24
Retail Selling, Bodle-Corey	4	6
Retailing Principles and Practices, Richert-Meyers-Haines	23	31
Sales Horizons, Haas-Perry	6	7
Salesmanship, Robinson-Blacher-Logan		1
Salesmanship Fundamentals, Ernest-DeVall-Gress	8	14
Speak Up, Adams-Pollack	1	1
Starting Your Own Business, Ely-Barns	7	3
Stock Keeping, University of Texas		
Store Organization and Operations, Robinson	1	1
Store Salesmanship, Robinson-Blacher-Logan	0	2

	DCT 1	DE 1
Succeeding in the World of Work		
Supervisory Skills in Marketing, Crawford	21	15
The Branch Manager's Manual, Beatrice-Judelle	1	2
The Buyer's Manual, NRMA	4	4
Understanding Business Law, Scheider		2
Wholesaling and Physical Distribution, Ertel-Walsh	9	7
Your Personality and You, Splover-Messner	1	1

COMPETENCY BASED TRAINING PLANS

FOR

DISTRIBUTIVE EDUCATION

AND

DIVERSIFIED COOPERATIVE TRAINING

Developed by the Occupational, Adult and Safety Education Department at Marshall University under a grant from the Division of Vocational, Technical and Adult Education, Department of Education, State of West Virginia.

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First Draft August 1979 for Field Testing

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Training Plans	Section B

Implementation Guide

Competency Based Training Plans

Of all the elements that comprise cooperative vocational education programs there are two which are becoming more critical to a programs success -- the training agreement and the training plan. The training agreement serves as a communications tool outlining the accepted responsibilities of the student, training sponsor, parents, teacher and the school relative to the students occupational training. A training plan serves as an instructional guide for all concerned, detailing the specific tasks/competencies that the student must be able to do in order to accomplish the duties of his chosen occupation.

While each element of cooperative vocational training is of extreme importance it is the training plan which becomes the curriculum guide. Without training plans cooperative vocational education would be non-vocational, for there would not exist a curriculum foundation and guide for training.

The development of any training plan should focus on the students selected career objective. After the selection of a career objective the specific tasks/competencies to be performed must then be identified and recorded on the training plan. Once this is done the teacher must decide when, where and how the task/competency will be developed.

The enclosed training plans represent the second part of the new competency based curriculum guide; the core curriculum being the first part. In developing the training plans only those tasks/competencies which were not included in the core curriculum are listed, with one exception -- those topics which have asterisks indicating inclusion in both parts. These tasks/competencies allow

the teacher flexibility in adapting the core curriculum to fit his specific program needs.

Some tasks/competencies included in the training plans will not be required for students in DE or DCT because they were included in the core curriculum. Those tasks/competencies which are for DCT students only will be indicated with the letters DCT in parenthesis, e.g. (DCT). DE tasks/competencies will be indicated in a like-wise manner. Occasionally, there will occur a task competency statement which has both the asterisk and program area in parenthesis, e.g.:

*Assists the flow of interdepartment communications. (DCT)

In this event the asterisk indicates that the task/competency is optional for the DE core curriculum and if it were developed the first year it would only be a part of the training plan for DCT students. The same may also apply for DE students.

Each training plan has been developed utilizing a standard form which will serve as a management tool for the instructor. After having each student select an occupational objective the teacher need only select the matching training plan. Upon visiting the training station together the teacher and training sponsor will decide what tasks/competencies can be developed at the training station. All other tasks/competencies are to be developed through specific related instruction. The training plan presents five different instructional strategies that the instructor may choose from. The actual teaching methods are not suggested. When utilizing the training plans as an aid to arrange his instructional program the teacher becomes the beneficiary of an instructional management system.

As with the core curriculum, there are an unlimited amount of instructional methods and variations when using any system. For this reason no particular method is stressed other than one which best fits the style of the instructor and the program.

SECTION A

TRAINING AGREEMENT

WEST VIRGINIA

COOPERATIVE VOCATIONAL EDUCATION

TRAINING AGREEMENT AND PLAN

FOR CAREERS

OE CODE | CAREER OBJECTIVE | DATE | SCHOOL YEAR

STUDENT'S NAME _____ SOCIAL SECURITY NUMBER _____

TRAINING STATION _____ TRAINING SUPERVISOR _____

ADDRESS OF TRAINING STATION _____ TELEPHONE NUMBER _____

RESPONSIBILITIES

The Student-Learner considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.
2. To conform to the rules and regulations of the training station.
3. To show honesty, punctuality, courteously, a cooperative attitude, proper health and grooming habits, appropriate dress and a willingness to learn.
4. To consult the teacher-coordinator about any difficulities arising at the training station or related to his training program.
5. To participate in those co-curricula activities that are required in connection with cooperative vocational education programs.

The Parents of the student-learner, realizing the importance of the training program in the student-learner while he is traveling to and from the school, the training station and his home.

1. To encourage the student-learner to carry out effectively his duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station and his home.

The Training-Station, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his career objective.
2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.
3. To adhere to all Federal and State regulations regarding child labor laws and other applicable regulations.
4. To assist in the evaluation of the student-learner.
5. To provide time for consultation with the teacher-coordinator concerning the student-learner, and to discuss with the teacher-coordinator any difficulties the student-learner may be having.
6. To provide available instructional material and occupational guidance for the student-learner.
7. To accept and assign student without regard to race, color, national orgin, sex or handicap.

The Teacher-Coordinator representing the school will coordinate the training program toward a satisfactory preparation of the student-learner for this occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided.
2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.
3. To assist in the evaluation of the student-learner.

Additional Comments:

_____

_____

_____

_____

BY:

_____ _____
EMPLOYER PARENT

_____ _____
JOB SUPERVISOR STUDENT-LEARNER

_____ _____
TEACHER-COORDINATOR DATE

SECTION B

TRAINING PLANS

APPAREL AND ACCESSORIES

AUTOMOTIVE / PETROLEUM MARKETING

BANKING

DEPARTMENT STORE

FOOD MARKETING

FOOD SERVICE

GENERAL MERCHANDISE - VARIETY STORE

HOTEL / MOTEL

INSURNACE

REAL ESTATE

TRANSPORATION

WHOLESALING

AUTO BODY

AUTOMOTIVE MECHANICS

CHILD CARE

COMBINATION WELDER

JANITOR

MACHINIST

PLUMBING

OFFICE OCCUPATIONS

APPAREL & ACCESSORIES

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
2	Promotes store image.							
3	Selects merchandise for promotion.							
4	Plans for adequate supply of promotional merchandise.							
5	Uses past advertisements as a planning guide.							
6	Prepares the promotional budget.							
8	Plans the store's ad program.							
10	Determines media cost.							
11	Selects media.							
12	Evaluates media.							
16	Coordinates local activities with national promotion.							
18	Utilizes related services to support promotional activities.							
19	Designs appealing headlines.							
20	Prepares appealing copy. (DE)							
21	Selects appropriate illustrations.							
23	Utilizes color to maximize ad impact.							
24	*Features appropriate brand and trade names in ads. (DCT)							
26	Checks advertising proofs.							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports.							
30	Complies written reports into single report.							
31	Recognizes authority.							
32	*Practices efficient two-way communications. (DCT)							
33	Reads house organs.							
34	*Acknowledges the role of employee meetings.							
36	*Interprets store policies.							
37	Interprets progress to management.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Communications (continued...)							
39	*Assits the flow of inter-department communications.							
	Display							
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.							
41	Acknowledges the affect displays have on customers. (DCT)							
43	Assists in developing a favorable price image.							
44	Plans displays for use with self-service merchandise.							
46	Plans displays which reflect store character.							
47	Plans and schedules display themes.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
50	Coordinates displays with advertisements.							
53	Selects merchandise for display.							
54	Allocates display space.							
55	Selects display locations.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangements.							
61	Chooses colors for displays.							
62	Plans displays which meet the principles of color, harmony, balance and proportion.							
63	Determines appropriate lighting techniques.							
64	Uses related groupings in developing displays.							
66	Designs counter displays.							
67	Prepares mass displays.							
69	Arranges temporary displays.							
71	Develops life-like displays.							
76	Keeps displays clean and orderly.							
77	Dismantles displays.							

APPAREL & ACCESSORIES

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued...)							
82	Utilizes various types of display fixtures.							
83	Utilizes manufacturers' display aids.							
84	Purchases display supplies and fixtures.							
86	Works with mannequins.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
91	Writes copy for point of sale signs.							
92	Letters and designs signs.							
93	Follows store's sign printing procedures.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
99	Accepts management's policies.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
105	Identifies the various merchant organizations.							
106	Participates in community programs.							
108	Takes advantage of available sales training.							
109	*Interprets store's policies.							
111	*Remembers customers names. (DCT)							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
119	Handles C.O.D., credit, and lay-away sales.							
122	Handles returns. (DCT)							

APPAREL & ACCESSORIES

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations (continued...)							
123	Operates cash register/terminal. (DCT)							
124	Identifies and corrects cash register/terminal errors. (DCT)							
125	Completes cash register/terminal check-out.							
128	Completes end of day department close-out.							
131	Figures cash discounts.							
132	Determines billed costs.							
133	Calculates transportation costs.							
134	Determines net sales.							
135	Calculates gross margins.							
137	Interprets profit and loss statements.							
138	Determines stock turn-over ratios.							
	Merchandising							
139	Maintains buyer/salesperson relationships.							
141	Follows store's buying and merchandising policies and procedures.							
142	Keeps abreast of trends and economic indications affecting the business.							
143	Interprets consumer demand. (DCT)							
145	*Performs comparison shopping.							
146	Displays an awareness of current promotional considerations.							
147	Determines quantities to buy. (DE)							
148	Maintains sales records.							
149	Analyzes sales records.							
150	Follows approved inventory and accounting methods.							
151	Interprets retail accounting data.							
152	Maintains balanced inventory. (DE)							
153	Figures stock/sales ratio.							
156	Organizes stock counts.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued...)							
157	*Conducts stock counts.							
158	Determines merchandise assortments.							
160	*Reports low stock quantities.							
164	Uses resident buyers as information sources.							
168	Gives quality vs. price considerations in the buying decision.							
169	Uses company order forms correctly.							
170	Completes purchase orders.							
172	Prices merchandise for competition.							
173	Follows federal and state pricing laws.							
175	Determines price lines.							
176	Completes price changes.							
	Management							
177	Determines hiring needs.							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							
181	Evaluates new employees.							
182	Gives regular employee evaluation.							
183	Interprets store's promotion, transfer and dismissal policies.							
185	Plans management training. (DE)							
186	Capitalizes on the effect of salaries, commissions, etc.							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
190	Maintains personnel records.							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends.							
193	*Assists in controlling operating expenses.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continuing...)							
195	Helps in reducing business risks.							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
204	Maintains an awareness of the store's location in terms of market potential.							
205	Plans space allocation and layout. (DCT)							
206	Evaluates space allocation based on turn-over, mark-up, etc.							
207	Locates impulse and convenience goods in high traffic areas.							
208	*Maintains customer facilities. (DCT)							
210	Maintains pleasant shopping conditions. (DCT)							
214	Follows firm's policy and procedures concerning gift wrapping services.							
215	Demonstrates an understanding of the importance of mail and telephone services.							
216	Knows the types of delivery systems available to the firm.							
217	Utilizes firm's delivery services.							
218	*Assists in increasing customer services.							
228	Analyzes and interprets statistical reports.							
	Operations							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
252	Uses approved receiving terms and accounting processes. (DCT)							
253	Determines merchandise processing priorities.							
255	Determines shipping receiving discrepancies. (DE)							
256	Reports and files claims. (DE)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continuing...)							
257	Packages merchandise for return.							
258	Uses price marking machines.							
260	*Makes price changes. (DCT)							
261	Tickets merchandise.							
264	Uses reserve stock divisions.							
265	Know the various types of storage available.							
266	Locates reserve and understock. (DCT)							
267	Rotates stock.							
268	Handles stock transfers.							
270	Knows the various modes of transportation available.							
271	Determines routing costs.							
272	Uses shipping terms.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
283	Watches for shoplifting. (DCT)							
	Product and Service Technology							
287	Uses merchandising trends to help increase sales.							
288	Uses manufacturer's representatives to help increase profit.							
289	Utilizes various manufacturer's supplies/services to help increase profit.							
290	Interprets consumer protection laws. (DCT)							
291	*Uses merchandise guarantees to assist customers in making the buying decisions. (DCT)							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
295	Uses pre-packaging to help increase sales.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Product and Service Technology (continued...)							
296	Handles return merchandise.							
	Selling							
320	Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	*Practices positive customer services.							
323	Questions, observes and listens to customers.							
324	Allows customers appropriate time to make the buying decision.							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
336	Opens the sale. (DCT)							
337	Uses descriptive selling phrases.							
341	Sells merchandise on display.							
342	Closes the sale. (DCT)							
343	Wraps and packages merchandise.							
344	Explains firm's wrapping and packaging policies.							
345	Determines sales quotas.							
346	Arranges for merchandise alterations.							
347	Handles special orders.							
357	Properly handles merchandise.							
358	Involves customer in the sales process.							
360	*Displays a postive attitude towards the merchandise.							
361	Uses brand and trade names to help customers select merchandise							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery. (DE)							
364	Keeps up-to-date on product information.							
365	Reads trade journals.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued...)							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise.							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

AUTOMOTIVE/PETROLEUM MARKETING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
1	Demonstrates an understanding of the role of advertising.							
3	Selects merchandise for promotion.							
4	Plans for adequate supply of promotional merchandise.							
18	Utilizes related services to support promotional activities.							
24	*Features appropriate brand and trade names in ads. (DCT)							
25	Utilizes trademarks, slogans, and similes to help promote store image.							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effectively. (DCT)							
32	*Practices efficient two-way communications. (DCT)							
34	*Acknowledges the role of employee meeting.							
35	Conducts employee meetings.							
36	*Interprets store policies.							
	Display							
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.							
41	Acknowledges the affect displays have on customers. (DCT)							
44	Plans displays for use with self-service merchandise.							
45	Involves local and seasonal activities in displays.							
46	Plans displays which reflect store character.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
50	Coordinates displays with advertisements.							
55	Selects display locations.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangments.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued...)							
60	Develops effective display backgrounds.							
62	Plans displays which meet the principles of color, harmony, balance, and proportion.							
64	Uses related groupings in developing displays.							
66	Designs counter displays.							
67	Prepares mass displays.							
68	Arranges window displays.							
71	Develops life-like displays.							
72	Uses cartons, cases and boxes to build displays.							
75	Prepares merchandise for display.							
76	Keeps displays clean and orderly.							
77	Dismantles displays.							
82	Utilizes various types of display fixtures.							
88	Uses signs to stimulate sales.							
89	Makes signs for self-selection merchandise.							
90	Makes price cards.							
91	Writes copy for point of sale signs.							
92	Letters and designs signs.							
93	Follows store's sign printing procedures.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
99	Accepts management's policies.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							

AUTOMOTIVE/PETROLEUM MARKETING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations (continued...)							
103	*Avoids misrepresentation.							
105	Identifies the various merchant organizations.							
106	Participates in community programs.							
108	Takes advantage of available sales training.							
111	*Remembers customers names. (DCT)							
115	Gives directions.							
	Mathematics							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
120	Dispenses trading stamps.							
212	Handles returns. (DCT)							
213	Operates cash register/terminal. (DCT)							
214	Identifies and corrects cash register/terminal errors. (DCT)							
215	Completes cash register/terminal check-out.							
218	Completes end of day department close-out.							
220	Completes cash and deposit receipts.							
222	Determines billed costs.							
228	Determines stock turn-over ratios.							
	Merchandising							
232	Keeps abreast of trends and economic indications affecting the business.							
233	Interprets consumer demand. (DCT)							
235	*Performs comparison shopping.							
247	*Conducts stock counts.							
249	Restocks merchandise.							
250	*Reports low stock quantities.							
252	Determines fuel levels.							
253	Maintains island supplies.							

AUTOMOTIVE/PETROLEUM MARKETING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued...)							
264	Utilizes market factors which affect retail prices.							
266	Completes price changes.							
	Management							
268	Recruits new employees.							
269	Selects new employees. (DE)							
270	Gives employee training. (DE)							
271	Evaluates new employees.							
273	Interprets store's promotion, transfer and dismissal policies.							
275	Plans management training. (DE)							
276	Capitalizes on the effect of salaries, commissions, etc.							
277	*Demonstrates leadership by example.							
278	*Gives recognition to others.							
281	Handles employee complaints and grievances. (DE)							
283	*Assists in controlling operating expenses.							
287	Utilizes employee participation policy-making. (DE)							
288	*Supports the personnel organization.							
290	*Plans and organizes work.							
291	*Assigns duties and responsibilities.							
292	Schedules employees.							
294	Maintains an awareness of the store's location in terms of market potential.							
295	Plans space allocation and layout. (DCT)							
298	*Maintains customer facilities.							
300	Maintains pleasant shopping conditions. (DCT)							
308	*Assists in increasing customer services. (DCT)							
312	Follows firm's pick-up and delivery policies and procedures.							
313	Decides what mechanical services are to be offered.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued...)							
318	Analyzes and interprets statistical reports. (DE)							
	Operations							
327	Interprets and explains credit policies and procedures.							
328	Handles credit applicants.							
333	Keeps sales people informed on credit policies and procedures. (DCT)							
335	Explains how to apply for national credit cards.							
338	Follows firms billing procedures.							
340	Maintains credit collections records.							
342	Uses approved receiving terms and accounting processes. (DCT)							
343	Determines merchandise processing priorities.							
345	Determines shipping receiving discrepancies. (DE)							
346	Reports and files claims. (DE)							
350	*Makes price changes. (DCT)							
354	Uses reserve stock divisions. (DCT)							
360	Knows the various modes of transportation available.							
365	Maintains restrooms.							
370	Assists in emergency planning. (DE)							
371	*Practices safety.							
372	*Follows Firm's accident procedures.							
373	Watches for shoplifting. (DCT)							
	Product and Service Technology							
377	Uses merchandising trends to help increase sales.							
379	Utilizes various manufacturer's supplies/services to help increase profit.							
380	Interprets consumer protection laws. (DCT)							
381	*Uses merchandise guarantees to assist customers in making the buying decisions. (DCT)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Product and Service Technology (continued...)							
386	Handles return merchandise.							
405	Knows automobile fuel tank locations.							
406	Identifies various automobile modesl, makes and years.							
407	Does minor automobile servicing.							
408	Interprets service guides and charts.							
409	Operates service trucks.							
	Selling							
410	*Develops a knowledge of the types of customers who shop at the store.							
411	Assists customers in making the buying decisions.							
412	*Practices positive customer services.							
413	Questions, observes and listens to customers.							
415	Handles objections. (DCT)							
416	*Handles customer complaints according to store's policies.							
425	Assists in the building of a service station clientele.							
426	Opens the sale. (DCT)							
427	Uses descriptive selling phrases.							
430	Practices suggestive selling for the service station.							
432	Closes the sale. (DCT)							
437	Handles special orders.							
445	Practices efficient pump operations.							
446	Sells automotive parts and accessories.							
447	Properly handles merchandise.							
448	Involves customer in the sales process.							
450	*Displays a positive attitude towards the merchandise.							
451	Uses brand and trade names to help customers select merchandise							
452	*Maintains an awareness of the firm's advertised/displayed merchandise.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued...)							
453	Maintains an awareness of competitor's advertisery. (DE)							
454	Keeps up-to-date on product information.							
456	*Uses merchandise information in the sales process.							
457	*Uses tags, labels, etc. to help customers select merchandise. (DCT)							
460	Uses merchandise information in selling automotive/petroleum products.							
461	*Utilizes product substitutions to increase sales.							
462	*Determines sizes and fit of merchandise for customers.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
24	Features appropriate brand and trade names in ads. (optional CC Task -DE only)							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports.							
34	*Acknowledges the role of employee meetings.							
35	Conducts employee meetings.							
36	*Interprets bank's policies.							
39	*Assists the flow of inter-department communications.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
109	*Interprets bank's policies.							
110	*Directs customers to various departments locations.							
111	Remembers customers names. (optional CC Task - DE only)							
	Merchandising							
142	Keeps abreast of trends and economic idications affecting the business.							
145	*Performs comparison shopping.							
157	*Conducts stock counts.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued...)							
160	*Reports low stock quantities.							
	Management							
180	Gives employee training. (DE)							
182	Gives regular employee evaluation.							
185	Plans management training. (DE)							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	*Assists in controlling operating expenses.							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
204	Maintains an awareness of the bank's location in terms of market potential.							
208	*Maintains customer facilities. (DCT)							
228	Analyzes and interprets statistical reports. (DE)							
	Operations							
236	Follows federal and state credit laws.							
237	Interprets and explains credit policies and procedures.							
238	Handles credit applicants.							
239	Makes credit decisions.							
240	Uses credit bureaus to assist in making credit decisions.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued...)							
241	Ages customer accounts.							
242	Adjusts credit policies.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
244	Gives telephone credit approvals.							
246	Makes charge cards.							
247	Uses various credit department equipment.							
248	Follows firms billing procedures.							
249	Explains billing statements.							
250	Maintains credit collections records.							
251	Collects past due accounts.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
283	Watches for shoplifting.							
	Selling							
326	Handles customer complaints according to store's policies.							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
366	Uses merchandise information in the sales process.							
367	Uses tags, labels, etc. to help customers select merchandise.							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

DEPARTMENT STORE

Task Number	Task	Specific Related Instruction					Training Station	
		Class	Lab	School Store	Observations	DECA		Competency Developed
	Advertising							
1	Demonstrates an understanding of the role of advertising.							
3	Selects merchandise for promotion.							
4	Plans for adequate supply of promotional merchandise.							
5	Uses past advertisements as a planning guide.							
7	Assists in planning departmental ads.							
10	Determines media cost.							
11	Selects media.							
12	Evaluates media.							
13	Utilizes cooperative advertising and aids.							
16	Coordinates local activities with national promotions.							
17	Utilizes related services to support promotional activities.							
18	Utilizes related services to support promotional activities.							
19	Designs appealing headlines.							
20	Prepares appealing copy.							
21	Selects appropriate illustrations.							
23	Utilizes color to maximize ad impact.							
24	*Features appropriate brand and trade names in ads.							
25	Utilizes trademarks, slogans, and similes to help promote store image.							
26	Checks advertising proofs.							
	Communications							
27	Uses appropriate marketing vocabulary.							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports accurately.							
34	*Acknowledges the role of employee meetings.							
36	*Interprets store policies.							
37	Interprets progress to management.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Communications (continued ...)							
39	*Assists the flow of inter-department communications. (DCT)							
	Display							
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.							
41	Acknowledges the affect displays have on customers. (DCT)							
43	Assists in developing a favorable price image.							
44	Plans displays for use with self-service merchandise.							
45	Involves local and seasonal activities in displays.							
46	Plans displays which reflect store character.							
47	Plans and schedules display themes.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
50	Coordinates displays with advertisements.							
53	Selects merchandise for display.							
54	Allocates display space.							
55	Selects display locations.							
56	Uses of display records for future planning.							
57	Designs display sets.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangements.							
61	Chooses colors for displays.							
62	Plans disolays which meet the principles of color, harmony, balance and proportion.							
63	Determines appropriate lighting techniques.							
64	Uses related groupings in developing displays.							
66	Designs counter displays.							
67	Prepares mass displays.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued ...)							
68	Arranges window displays.							
69	Arranges temporary displays.							
71	Develops life-like displays.							
74	Creates various display backgrounds.							
75	Prepares merchandise for display.							
76	Keeps displays clean and orderly.							
77	Dismantles displays.							
82	Utilizes various types of display fixtures.							
83	Utilizes manufacturers' display aids.							
84	Purchases display supplies and fixtures.							
85	Designs and constructs display fixtures.							
86	Works with mannequins.							
87	Stores and records location of display fixtures.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
91	Writes copy for point of sale signs.							
92	Letters and designs signs.							
93	Follows store's sign printing procedures.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations (continued ...)							
108	Takes advantage of available sales training.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	Remembers customer's names. (DCT)							
	Mathematics							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
119	Handles c.o.d., credit, and lay-away sales.							
122	Handles returns. (DCT)							
123	Operates cash register/terminal. (DCT)							
124	Identifies and corrects cash register/terminal errors. (DCT)							
125	Completes cash register/terminal check-out.							
128	Completes end of day department close out.							
131	Figures cash discounts.							
132	Determines billed costs.							
133	Calculates transportation costs.							
134	Determines net sales.							
135	Calculates gross margins.							
137	Interprets profit and loss statements.							
138	Determines stock turn-over ratios.							
	Merchandising							
139	Maintains buyer/salesperson relationships.							
140	Displays an understanding of the business's characteristics.							
141	Follows store's buying and merchandising policies and procedures.							
142	Keeps abreast of trends and economic indications affecting the business.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued ...)							
143	Interprets consumer demand. (DCT)							
145	*Performs comparison shopping.							
146	Displays an awareness of current promotional considerations.							
147	Determines quantities to buy. (DE)							
148	Maintains sales records.							
149	Analyzes sales records.							
150	Follows approved inventory and accounting methods.							
151	Interprets retail accounting data.							
152	Maintains balanced inventory. (DE)							
153	Figures stock/sales ratio.							
154	Prepares merchandising/buying plans.							
155	Uses open-to-buy.							
156	Organizes stock counts.							
157	*Conducts stock counts.							
158	Determines merchandise assortments.							
160	*Reports low stock quantities.							
164	Uses resident buyers as information sources.							
165	Displays the attitudes expected of a buyer.							
166	Plans market buying to meet merchandise plans.							
168	Gives quality vs. price considerations in the buying decision.							
169	Uses stores' order forms correctly.							
170	Completes purchase orders.							
172	Prices merchandise for competition.							
173	Follows federal and state pricing laws.							
174	Utilizes market factors which affect retail prices.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued ...)							
175	Determines price lines.							
176	Completes price changes.							
	Management							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							
182	Gives regular employee evaluation.							
185	Plans management training. (DE)							
186	Capitalizes on the effect of salaries, commissions, etc.							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	*Assists in controlling operating expenses.							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
204	Maintains an awareness of the store's location in terms of market potential.							
205	Plans space allocation and layout. (DE)							
206	Evaluates space allocation based on turn-over, mark-up, etc.							
207	Locates impulse and convenience goods in high traffic areas.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued ...)							
208	*Maintains customer facilities. (DCT)							
210	Maintains pleasant shopping conditions. (DCT)							
214	Follows firm's policy and procedures concerning gift wrapping services.							
215	Demonstrates an understanding of the importance of mail and telephone services.							
216	Knows the types of delivery systems available to the firm.							
217	Utilizes store's delivery services.							
218	*Assists in increasing customer services. (DCT)							
228	Analyzes and interprets statistical reports. (DE)							
	Operations							
236	Follows federal and state credit laws.							
237	Interprets and explains credit policies and procedures.							
238	Handles credit applicants.							
239	Makes credit decisions.							
240	Uses credit bureaus to assist in making credit decisions.							
241	Ages customer accounts.							
242	Adjusts credit policies.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
244	Gives telephone credit approvals.							
246	Makes charge cards.							
247	Uses various credit department equipment.							
248	Follows firm's billing procedures.							
249	Exolains billing statements.							
250	*Maintains credit collections records.							
251	Collects past due accounts.							
252	Uses approved receiving terms and accounting processes. (DCT)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued ...)							
253	Determines merchandise processing priorities.							
254	Unloads merchandise.							
255	Determines shipping receiving discrepancies. (DE)							
256	Reports and files claims. (DE)							
257	Packages merchandise for return.							
258	Uses price marking machines.							
260	*Makes price changes. (DCT)							
261	Tickets merchandise.							
262	Routes merchandise from dock.							
264	Uses reserve stock divisions.							
265	Knows the various types of storage available.							
266	Locates reserve and understock. (DCT)							
267	Rotates stock.							
268	Handles stock transfers.							
270	Knows the various modes of transportation available.							
271	Determines routing costs.							
272	Uses shipping terms.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows firm's accident procedures.							
283	Watches for shoplifting. (DCT)							
	Product and Service Technology							
287	Uses merchandising trends to help increase sales.							
288	Uses manufacturer's representatives to help increase profit.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Product and Service Technology							
289	Utilizes various manufacturer's supplies/services to help increase profit.							
290	Interprets consumer protection laws. (DCT)							
291	*Uses merchandise guarantees to assist customers in making the buying decisions. (DCT)							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
293	Considers products packing when planning merchandise purchases.							
295	Uses pre-packaging to help increase sales.							
296	Handles return merchandise.							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	*Practices positive customer services.							
323	Questions, observes and listens to customers.							
324	Allows customers appropriate time to make the buying decision.							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
336	Opens the sale. (DCT)							
337	Uses descriptive selling phrases.							
341	Sells merchandise on display.							
342	Closes the sale. (DCT)							
343	Wraps and packages merchandise.							
344	Explains firm's wrapping and packaging policies.							
345	Determines sales quotas.							
346	Arranges for merchandise alterations.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued ...)							
347	Handles special orders.							
357	Properly handles merchandise.							
358	Involves customer in the sales process.							
360	*Displays a positive attitude towards the merchandise.							
361	Uses brand and trade names to help customers select merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery.							
364	Keeps up-to-date on product information.							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise.							
371	*Utilizes product substitutions to increase sales.							
372	Determines sizes and fit of merchandise for customers.							

FOOD MARKETING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
1	Demonstrates an understanding of the role of advertising.							
2	Promotes store image.							
3	Selects merchandise for promotion.							
4	Plans for adequate supply of promotional merchandise.							
5	Uses past advertisements as a planning guide.							
6	Prepares the promotional budget.							
8	Plans the store's ad program.							
10	Determines media cost.							
12	Evaluates media.							
13	Utilizes cooperative advertising and aids.							
14	Uses suppliers' materials.							
15	Adapts trading stamps and other sales aids to promotional activities.							
16	Coordinates local activities with national promotions.							
18	Utilizes related services to support promotional activities.							
20	Prepares appealing copy. (DE)							
22	Completes ad layouts.							
24	*Features appropriate brand and trade names in ads. (DCT)							
26	Checks advertising proofs.							
	Communications							
27	*Uses appropriate vocabulary. (DCT)							
29	*Completes written reports.							
30	Complies written reports into single report.							
31	Recognizes authority.							
32	*Practices efficient two-way communications. (DCT)							
34	*Acknowledges the role of employee meetings.							
35	Conducts employee meetings.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Communications (continued ...)							
36	*Interprets store policies.							
37	Interprets progress to management.							
39	*Assists the flow of inter-department communication.							
	Display							
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.							
41	Acknowledges the affect displays have on customers. (DCT)							
42	Plans in-store merchandising.							
43	Assists in developing a favorable price image.							
45	Involves local and seasonal activities in displays.							
46	Plans displays which reflect store character.							
47	Plans and schedules display themes.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
50	Coordinates displays with advertisements.							
53	Selects merchandise for display.							
54	Allocates display space.							
55	Selects display locations.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangements.							
61	Chooses colors for displays.							
62	Plans displays which meet the principles of color, harmony, balance, and proportion.							
63	Determines appropriate lighting techniques.							
64	Uses related groupings in developing displays.							
65	Plans for special displays.							
66	Designs counter displays.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued ...)							
67	Prepares mass displays.							
69	Arranges temporary displays.							
71	Develops life-like displays.							
72	Uses cartons, cases and boxes to build displays.							
73	Plans and builds stacking, dumping, and cut-case displays.							
74	Creates various display backgrounds.							
75	Prepares merchandise for display.							
76	Keeps displays clean and orderly.							
77	Dismantles displays.							
81	Prepares produce for display.							
82	Utilizes various types of display fixtures.							
83	Utilizes manufacturers' display aids.							
87	Stores and records location of display fixtures.							
88	Uses signs to stimulate sales.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
91	Writes copy for point of sale signs.							
92	Letters and designs signs.							
93	Follows store's sign printing procedures.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
99	Accepts management's policies.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations (continued ...)							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
104	Demonstrates an understanding of the benefits to be received from trade associations.							
105	Identifies the various merchant organizations.							
106	Participates in community programs.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customer's names. (DCT)							
	Mathematics							
116	Calculates the amount of food purchases.							
120	Dispenses trading stamps.							
121	Accepts coupons according to store policies.							
122	*Handles returns. (DCT)							
123	Operates cash register/terminal. (DCT)							
124	Identifies and corrects cash register/terminal errors. (DCT)							
125	Completes cash register/terminal check-out.							
126	Bags groceries.							
127	Performs front end operations.							
128	Completes end of day department close out.							
129	Prepares cash drawers.							
130	Completes cash and deposit receipts.							
131	Figures cash discounts.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Mathematics (continued ...)							
132	Determines billed costs.							
135	Calculates gross margins.							
136	Figures break-even points.							
137	Interprets profit and loss statements.							
138	Determines stock turn-over ratios.							
	Merchandising							
139	Maintains buyer/salesperson relationships.							
142	Keeps abreast of trends and economic indications affecting the business.							
143	Interprets consumer demand.							
145	Performs comparison shopping.							
146	Displays an awareness of current promotional considerations.							
147	Determines quantities to buy.							
149	Analyzes sales records.							
150	Follows approved inventory and accounting methods.							
152	Maintains balanced inventory. (DE)							
157	Conducts stock counts.							
158	Determines merchandise assortments.							
159	Restocks merchandise.							
160	Reports low stock quantities.							
161	Maintains a supply of basic and related items.							
165	Displays the attitudes expected of a buyer.							
167	Follows company's policies and procedures when making catalog purchases.							
168	Gives quality vs. price considerations in the buying decision.							
169	Uses company order forms correctly.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued ...)							
170	Completes purchase orders.							
172	Prices merchandise for competition.							
173	Follows federal and state pricing laws.							
174	Utilizes market factors which affect retail prices.							
175	Determines price lines.							
176	Completes price changes.							
	Management							
177	Determines hiring needs.							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							
181	Evaluates new employees.							
182	Gives regular employee evaluations.							
183	Interprets store's promotion, transfer and dismissal policies.							
185	Plans management training. (DE)							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
190	Maintains personnel records.							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	Assists in controlling operating expenses.							
195	Helps in reducing business risks.							
196	Establishes and interprets firm's policies.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued ...)							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
199	Follows established job classifications.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
203	Takes remedial action.							
204	Maintains an awareness of the store's location in terms of market potential.							
205	Plans space allocation and layout. (DCT)							
206	Evaluates space allocation based on turn-over, mark-up, etc.							
208	*Maintains customer facilities. (DCT)							
210	Maintains pleasant shopping conditions. (DCT)							
215	Demonstrates an understanding of the importance of mail and telephone services.							
218	*Assists in increasing customer services. (DCT)							
228	Analyzes and interprets statistical reports. (DE)							
231	Maintains proper records.							
	Operations							
254	Unloads merchandise.							
255	Determines shipping/receiving discrepancies. (DE)							
256	Reports and files claims. (DE)							
259	Provides front operations with price lists.							
260	*Makes price changes. (DCT)							
261	Tickets merchandise.							
263	Uses scales and skids.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued ...)							
266	Locates reserve and understock. (DCT)							
267	Rotates stock.							
273	Assists the firm's maintenance program.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows firm's accident procedures.							
283	Watches for shoplifting.(DCT)							
	Product and Service Technology							
287	Uses merchandising trends to help increase sales.							
289	Utilizes various manufacturer's supplies/services to help increase profit.							
290	Interprets consumer protection laws. (DCT)							
291	*Uses merchandise guarantees to assist customers in making the buying decisions.							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
293	Considers products packing when planning merchandise purchases.							
294	Understands packaging laws.							
295	Uses pre-packaging to help increase sales.							
296	Handles return merchandise.							
297	Determines quality of produce, meats, etc.							
298	Maintains produce quality.							
299	Pre-packages produce.							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
322	*Practices positive customer services.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued ...)							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
343	Wraps and packages merchandise.							
344	Explains firm's wrapping and packaging policies.							
353	Sells produce.							
357	Properly handles merchandise.							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery. (DE)							
364	Keeps up-to-date on product information.							
365	Reads trade journals.							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise.							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

FOOD SERVICE

Task Number	Task	Specific Related Instruction					Training Station	Competency Developed
		Class	Lab	School Store	Observations	DECA		
	Advertising							
3	Selects merchandise for promotion.							
4	Plans for adequate supply of promotional merchandise.							
5	Uses past advertisements as a planning guide.							
6	Prepares the promotional budget.							
8	Plans the store's ad programs.							
10	Determines media cost.							
11	Selects media.							
12	Evaluates media.							
17	Utilizes related services to support promotional activities.							
19	Designs appealing headlines.							
20	Prepares appealing copy. (DE)							
21	Selects appropriate illustrations.							
24	Features appropriate brand and trade names in ads. (DCT)							
25	Utilizes trademarks, slogans, and similes to help promote store image.							
26	Checks advertising proofs.							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effictively. (DCT)							
29	*Completes written reports.							
30	Complies written reports into single report.							
31	Recognizes authority.							
32	*Practices efficient two-way communications. (DCT)							
34	*Acknowledges the role of employee meetings.							
35	Conducts employee meetings.							
36	*Interprets store policies.							
37	Interprets progress to management.							

FOOD SERVICE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Communications (continued...)							
38	Conducts staff briefings.							
39	*Assists the flow of inter-department communications. (DCT)							
	Display							
41	Acknowledges the affect displays have on customers. (DCT)							
45	Involves local and seasonal activities in displays.							
46	Plans displays which reflect store character.							
47	Plans and schedules display themes.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
50	Coordinates displays with advertisements.							
53	Selects merchandise for display.							
55	Selects display locations.							
60	Develops effective display backgrounds.							
62	Plans displays which meet the principles of color, harmony, balance, and proportion.							
63	Determines appropriate lighting techniques.							
65	Plans for special displays.							
66	Designs counter displays.							
68	Arranges window displays.							
70	Displays restaurant menus.							
78	Prepares food displays.							
79	Garnishes dishes.							
80	Arranges food placement on tables.							
84	Purchases display supplies and fixtures.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
91	Writes copy for point of sale signs.							
92	Letters and designs signs.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued...)							
93	Follows store's sign printing procedures.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
98	Practices teamwork.							
99	Accepts management's policies.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
104	Demonstrates an understanding of the benefits to be received from trade associations.							
105	Identifies the various merchant organizations.							
106	Participates in community programs.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customers names. (DCT)							
112	Practices positive customer relations.							
113	Seats guests.							
114	Serves guests.							
115	Gives directions.							
	Mathematics							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
122	Handles returns. (DCT)							

Task Number	Task	Class	Lab	School Store	Observations	DECA	Station	Competency Developed
	Mathematics (continued...)							
123	Operates cash register/terminal. (DCT)							
124	Identifies and corrects cash register/terminal errors. (DCT)							
125	Completes cash register/terminal check-out.							
126	Bags groceries.							
130	Completes cash and deposit receipts.							
131	Figures cash discounts.							
135	Calculates gross margins.							
137	Interprets profit and loss statements.							
138	Determines stock turn-over ratios.							
	Merchandising							
139	Maintains buyer/salesperson relationship.							
140	Displays an understanding of the business' characteristics.							
141	Follows store's buying and merchandising policies and procedures.							
142	Keeps abreast of trends and economic indications affecting the business.							
143	Interprets consumer demand. (DCT)							
144	Analyzes customers to maximize profit and volume.							
145	*Performs comparison shopping.							
146	Displays an awareness of current promotional considerations.							
147	Determines quantities to buy. (DE)							
149	Analyzes sales records.							
152	Maintains balanced inventory. (DE)							
156	Organizes stock counts.							
157	*Conducts stock counts.							
158	Determines merchandise assortments.							
160	Reports low stock quantities.							
161	Maintains a supply of basic and related items.							

Task Number	FOOD SERVICE Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	-5- Competency Developed
	Merchandising (continued...)							
168	Gives quality vs. price considerations in the buying decision.							
170	Completes purchase orders.							
172	Prices merchandise for competition.							
174	Utilizes market factors which affect retail prices.							
176	Completes price changes.							
	Management							
177	Determines hiring needs.							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							
181	Evaluates new employees.							
182	Gives regular employee evaluation.							
184	Recruits management personnel.							
185	Plans management training. (DE)							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
190	Maintains personnel records.							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	*Assists in controlling operating expenses.							
195	Helps in reducing business risks.							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							

FOOD SERVICE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued...)							
202	*Schedules employees.							
205	*Maintains customer facilities. (DCT)							
210	Maintains pleasant shopping conditions. (DCT)							
211	Provides for appropriate dining room lighting.							
212	Uses music to help create an image.							
218	*Assists in increaseing customer services. (DCT)							
219	Performs host/hostess duties.							
224	Assists in controlling overhead costs.							
225	Assists in controlling expenses.							
226	Plans sales support budget.							
228	Analyzes and interprets statistical reports. (DE)							
231	Maintains proper records.							
232	Maintains sales records.							
233	Calculates profit and loss records.							
	Operations							
235	Uses credit to help increase sales.							
239	Makes credit decisions.							
240	Uses credit bureaus to assist in making credit decisions.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
248	Follows firms billing procedures.							
249	Explains billing statements.							
250	Maintains credit collections records.							
251	Collects past due accounts.							
252	Uses approved receiving terms and accounting processes. (DCT)							
253	Determines merchandise processing priorities.							
255	Determines shipping receiving discrepancies. (DE)							

Task Number	FOOD SERVICE Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continuing...)							
256	Reports and files claims. (DE)							
260	*Makes price changes. (DCT)							
266	Locates reserve and understock. (DCT)							
273	Assists the firms maintenance program.							
274	*Handles store equipment.							
276	Follows health and sanitation laws.							
277	Practices accepted restaurant sanitation procedures.							
278	Cleans silverware, etc.							
279	Sterilizes utensils.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
285	Uses traffic patterns to plan for safety.							
	Product and Service Technology							
290	Interprets consumer protection laws. (DCT)							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
296	Handles return merchandise.							
300	Plans menus.							
301	Sets up tables.							
302	Plans and arranges for adequate supplies and condiments.							
303	Prepares various foods.							
304	Prepares short orders.							
305	Determines food preparation time.							
306	Considers profit margins in making decisions.							
307	Practices acceptable quality controls.							
308	Assists in providing catering services.							

Task Number	FOOD SERVICE Task	Specific Related Instruction					Training Station	-8- Competency Developed
		Class	Lab	School Store	Observations	DECA		
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	Practices positive customer services.							
323	Questions, observes and listens to customers.							
324	Allows customers appropriate time to make the buying decision.							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
327	Assists in the building of a restaurant's clientele.							
328	Assists in assuring quality products and services.							
329	Practices accepted food delivery techniques.							
330	Presents guest checks at appropriate time.							
331	Handles customer's special preparation requests.							
332	Handles special problems.							
336	Opens the sale. (DCT)							
337	Uses descriptive selling phrases.							
338	Practices suggestive selling in the restaurant.							
342	Closes the sale. (DCT)							
343	Wraps and packages merchandise.							
347	Handles special orders.							
348	Takes food orders.							
349	Serves guests promptly and courteously.							
350	Gives efficient counter service.							
351	Gives efficient curb service.							
352	Arranges for and/or serves at parties and banquets.							
357	Properly handles merchandise.							
358	Involves customer in the sales process.							
359	Places dishes on the serving trays with care.							

Task Number	FOOD SERVICE Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	-9- Competency Developed
	Selling (continued...)							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery. (DE)							
364	Keeps up-to-date on product information.							
365	Reads trade journals.							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise.							
368	*Uses merchandise to help customers select menu items.							
369	*Identifies menu items which are for take-out.							
371	*Utilizes product substitutions to increase sales.							

GENERAL MERCHANDISE - VARIETY STORE

Task Number	Task	Specific Related Instruction					Training Station	
		Class	Lab	School Store	Observations	DECA		Competency Developed
	Advertising							
1	Demonstrates an understanding of the role of advertising.							
4	Plans for adequate supply of promotional merchandise.							
13	Utilizes cooperative advertising and aids.							
24	*Features appropriate brand and trade names in ads. (DCT)							
25	Utilizes trademarks, slogans, and similes to help promote store image.							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports.							
32	*Practices efficient two-way communications. (optional CC Task DE only)							
34	*Acknowledges the role of employee meetings.							
36	*Interprets store policies.							
39	*Assists the flow of inter-department communications. (DCT)							
	Display							
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.							
41	*Acknowledges the affect displays have on customers. (DCT)							
44	Plans displays for use with self-service merchandise.							
46	Plans displays which reflect store character.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
54	Allocates display space.							
55	Selects display locations.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangements.							
61	Chooses colors for displays.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued...)							
62	Plans displays which meet the principles of color, harmony, balance, and proportion.							
64	Uses related groupings in developing displays.							
66	Designs counter displays.							
67	Prepares mass displays.							
71	Develops life-like displays.							
73	Plans and builds stacking, dumping, and cut-case displays.							
74	Creates various display backgrounds.							
75	Prepares merchandise for display.							
76	Keeps displays clean and orderly.							
77	Dismantles displays.							
82	Utilizes various types of display fixtures.							
83	Utilizes manufacturers' display aids.							
86	Works with mannequins.							
87	Stores and records location of display fixtures.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
91	Writes copy for point of sale signs.							
92	Letters and designs signs.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations (continued...)							
103	*Avoids misrepresentation.							
108	Takes advantage of available sales training.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customers names. (DCT)							
	Mathematics							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
119	Handles C.O.D., credit, and lay-away sales.							
122	Handles returns. (DCT)							
123	Operates cash register/terminal. (DCT)							
124	Identifies and corrects cash register/terminal errors. (DCT)							
128	Completes end of day department close out.							
	Merchandising							
141	Follows store's buying and merchandising policies and procedures.							
143	Interprets consumer demand.							
145	*Performs comparison shopping.							
148	Maintains sales records.							
156	Organizes stock counts.							
157	*Conducts stock counts.							
158	Determines merchandise assortments.							
160	*Reports low stock quantities.							
167	Follows company's policies and procedures when making catalog purchases.							
169	Uses company order forms correctly.							
170	Completes purchase orders.							

GENERAL MERCHANDISE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
193	*Assists in controlling operating expenses.							
196	*Establishes and interprets firm's policies.							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
204	Maintains an awareness of the store's location in terms of market potential.							
205	Plans space allocation and layout. (DCT)							
206	Evaluates space allocation based on turn-over, mark-up, etc.							
207	Locates impulse and convenience goods in high traffic areas.							
208	*Maintains customer facilities. (DCT)							
210	Maintains pleasant shopping conditions. (DCT)							
216	Knows the types of delivery systems available to the firm.							
218	*Assists in increasing customer services. (DCT)							
	Operations							
236	Follows federal and state credit laws.							
237	Interprets and explains credit policies and procedures.							
238	Handles credit applicants.							
239	Makes credit decisions.							
240	Uses credit bureaus to assist in making credit decisions.							
241	Ages customer accounts.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
244	Gives telephone credit approvals.							

GENERAL MERCHANDISE - VARIETY STORE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued...)							
246	Makes charge cards.							
247	Uses various credit department equipment.							
248	Follows firms billing procedures.							
249	Explains billing statements.							
250	Maintains credit collections records.							
251	Collects past due accounts.							
252	Uses approved receiving terms and accounting processes. (DCT)							
253	Determines merchandise processing priorities.							
254	Unloads merchandise.							
255	Determines shipping receiving discrepancies.							
256	Reports and files claims. (DE)							
257	Packages merchandise for return.							
258	Uses price marking machines.							
260	*Makes price changes. (DCT)							
261	Tickets merchandise.							
262	Routes merchandise from dock.							
264	Uses reserve stock divisions.							
265	Know the various types of storage available.							
266	Locates reserve and understock. (DCT)							
267	Rotates stock.							
274	*Handles store equipment.							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
283	Watches for shoplifting. (DCT)							
	Product and Service Technology							
287	Uses merchandising trends to help increase sales.							

GENERAL MERCHANDISE - VARIETY STORE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Product and Service Technology (continued...)							
289	Utilizes various manufacturer's supplies/services to help increase profit.							
290	Interprets consumer protection laws. (DCT)							
291	*Uses merchandise guarantees to assist customers in making the buying decisions. (DCT)							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
295	Uses pre-packaging to help increase sales.							
296	Handles return merchandise.							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	*Practices positive customer services.							
323	Questions, observes and listens to customers.							
324	Allows customers appropriate time to make the buying decision.							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
336	Opens the sale. (DCT)							
337	Uses descriptive selling phrases.							
341	Sells merchandise on display.							
342	Closes the sale. (DCT)							
343	Wraps and packages merchandise.							
344	Explains firm's wrapping and packaging policies.							
345	Determines sales quotas.							
346	Arranges for merchandise alterations.							
347	Handles special orders.							
357	Properly handles merchandise.							

Task Number	GENERAL MERCHANDISE - VARIETY STORE Task	Specific Related Instruction					Training Station	-7- Competency Developed
		Class	Lab	School Store	Observations	DECA		
	Product and Service Technology (continued...)							
358	Involves customer in the sales process.							
360	*Displays a positive attitude towards the merchandise.							
361	Uses brand and trade names to help customers select merchandise.							
363	*Maintains an awareness of the firm's advertised/displayed merchandise.							
364	Keeps up-to-date on product information.							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise.							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
2	Promotes store image.							
3	Selects merchandise for promotion.							
5	Uses past advertisements as a planning guide.							
8	Plans the store's ad program.							
10	Determines media cost.							
11	Selects media.							
12	Evaluates media.							
18	Utilizes related services to support promotional activities.							
19	Designs appealing headlines.							
20	Prepares appealing copy. (DE)							
21	Selects appropriate illustrations.							
24	*Features appropriate brand and trade names in ads. (DCT)							
25	Utilizes trademarks, slogans, and similes to help promote store image.							
26	Checks advertising proofs.							
	Communications							
27	*Uses appropriate vocabulary.							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports.							
30	Complies written reports into single report.							
31	Recognizes authority.							
32	*Practices efficient two-way communications. (DCT)							
34	*Acknowledges the role of employee meetings.							
35	Conducts employee meetings.							
36	Interprets store policies.							
39	*Assists the flow of inter-department communications. (DCT)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
99	Accepts management's policies.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
104	Demonstrates an understanding of the benefits to be received from trade associations.							
105	Identifies the various merchant organizations.							
106	Participates in community programs.							
107	Works with other hotels/motels.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customer names. (DCT)							
112	Practices positive customer relations.							
	Mathematics							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
123	Operates cash register/terminal. (DCT)							
124	Identifies and corrects cash register/terminal errors. (DCT)							
125	Completes cash register/terminal check-out.							
131	Figures cash discounts.							
132	Determines billed costs.							
135	Calculates gross margins.							

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Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Mathematics (continued...)							
137	Interprets profit and loss statements.							
	Merchandising							
142	Keeps abreast of trends and economic indications affecting the business.							
145	*Performs comparison shopping.							
147	Determines quantities to buy. (DE)							
149	Analyzes sales records.							
152	Maintains balanced inventory. (DE)							
155	Uses open-to-buy.							
156	Organizes stock counts.							
157	*Conducts stock counts.							
160	*Reports low stock quantitiies.							
165	Displays the attitudes expected of a buyer.							
168	Gives quality vs. price considerations in the buying decision.							
169	Uses company order forms correctly.							
170	Completes purchase orders.							
171	Follows store's procedures in authorizing purchases.							
	Management							
177	Determines hiring needs.							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							
181	Evaluates new employees.							
183	Interprets store's promotion, transfer and dismissal policies.							
184	Recruits management personnel.							
185	Plans management training. (DCT)							335
187	*Demonstrates leadership by example.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued...)							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
190	Maintains personnel records.							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	*Assists in controlling operating expenses.							
194	Keeps informed of laws affecting the business.							
195	Helps in reducing business risks.							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
205	Plans space allocation and layout. (DCT)							
208	*Maintains customer facilities. (DCT)							
209	Maintains motel facilities.							
212	Uses music to help create an image.							
213	Maintains and plans for repair and replacement of equipment and supplies.							
218	*Assists in increasing customer services. (DCT)							
220	Follows inn's housekeeping procedures.							
221	Balances efficiency and customer services.							
226	Plans sales support budget.							
227	Plans the hotel/motel budget.							
228	Analyzes and interprets statistical reports. (DE)							
229	Makes budget comparisons.							
230	Determines operating trends.							
231	Maintains proper records.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued...)							
234	Maintains current guest records.							
	Operations							
239	Makes credit decisions.							
240	Uses credit bureaus to assist in making credit decisions.							
242	Adjusts credit policies.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
245	Explains how to apply for national credit cards.							
247	Uses various credit department equipment.							
248	Follows firms billing procedures.							
249	Explains billing statements.							
250	Maintains credit collections records.							
251	Collects past due accounts.							
252	Uses approved receiving terms and accounting processes.							
253	Determines merchandise processing priorities.							
255	Determines shipping receiving discrepancies. (DE)							
256	Reports and files claims. (DE)							
270	Knows the various modes of transportation available.							
271	Determines routing costs.							
272	Uses shipping terms.							
273	Assists the firm's maintenance program.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
283	Watches for shoplifting. (DCT)							
284	Determines supply losses.							
286	Follows firm's security procedures.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Product and Service Technology							
288	Uses manufacturer's representatives to help increase profit.							
290	Interprets consumer protection laws. (DCT)							
291	*Uses merchandise guarantees to assist customers in making the buying decisions. (DCT)							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
309	Makes lodging reservations.							
310	Prepares guest rooms.							
311	Handles luggage.							
312	Knows variety of restaurants in the area.							
313	Knows a variety of recreational facilities in the area.							
314	Explains area's public transportation to guests.							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	*Practices positive customer services.							
323	Questions, observes and listens to customers.							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
333	Assists in the building of a hotel's/motel's clientele.							
334	Practices appropriate front desk operations.							
336	Opens the sales. (DCT)							
337	Uses descriptive selling phrases.							
339	Practices suggestive selling for the hotel/motel.							
342	Closes the sale. (DCT)							
352	Arranges for and/or serves at parties and banquets.							
354	Conducts sales meetings.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued...)							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery. (DE)							
365	Reads trade journals.							
366	*Uses merchandise information in the sales process.							
377	*Uses tags, labels, etc. to help customers select merchandise.							
381	*Utilizes product substitutions to increase sales.							
382	*Determines sizes and fit of merchandise for customers.							

INSURANCE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
24	*Features appropriate brand and trade names in ads. (optional CC Task - DE only)							
	Communications							
28	Uses the telephone effectively. (DCT)							
29	*Completes written reports.							
32	*Practices efficient two-way communications. (optional CC Task - DE only)							
34	*Acknowledges the role of employee meetings.							
36	*Interprets store policies.							
39	*Assists the flow of inter-department communications. (DCT)							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customers names.							
112	*Practices positive customer relations. (DCT)							
	Mathematics							
122	Handles returns.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising							
145	*Performs comparison shopping.							
148	Maintains sales records.							
157	*Conducts stock counts.							
160	*Reports low stock quantities.							
167	Follows company's policies and procedures when making catalog purchases.							
169	Uses company order forms correctly.							
	Management							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
193	*Assists in controlling operating expenses.							
196	*Establishes and interprets firm's policies.							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
204	Maintains an awareness of the store's location in terms of market potential.							
207	Locates impulse and convenience goods in high traffic areas.							
208	*Maintains customer facilities. (DCT)							
218	*Assists in increasing customer services. (DCT)							
	Operations							
237	Interprets and explains credit policies and procedures.							
238	Handles credit applicants.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
248	Follows firm's billing procedures.							
249	Explains billing statements.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued ...)							
250	Maintains credit collections records.							
252	Uses approved receiving terms and accounting processes.							
256	Reports and files claims.							
260	*Makes price changes. (DCT)							
274	*Handles store equipment.							
281	*Practices safety.							
282	*Follows firm's accident procedures.							
	Product and Service Technology							
291	*Uses merchandise guarantees to assist customers in making the buying decisions. (optional CC Task - DE only)							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
322	*Practices positive customer services.							
326	*Handles customer complaints according to store's policies.							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise.							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

REAL ESTATE

Task Number	Task	Specific Related Instruction					Training Station	
		Class	Lab	School Store	Observations	DECA		Competency Developed
	Advertising							
1	Demonstrates an understanding of the role of advertising.							
4	Plans for adequate supply of promotional merchandise.							
18	Utilizes related services to support promotional activities.							
24	*Features appropriate brand and trade names in ads. (DCT)							
25	Utilizes trademarks, slogans, and similes to help promote store image.							
	Communications							
27	*Uses approprate vocabulary.							
28	Uses the telephone effectively (DCT)							
29	*Completes written reports.							
32	*Practices efficient two-way communications. (DCT)							
34	*Acknowledges the role of employee meetings. (DCT)							
36	*Interprets store policies.							
39	*Assists the flow of inter-department communications. (DCT)							
	Displays							
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.							
41	Acknowledges the affect displays have on customers. (DCT)							
44	Plans displays for use with self-service merchandise.							
46	Plans displays which reflect store character.							
47	Plans and schedules display themes.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangements.							
61	Chooses colors for displays.							
62	Plans displays which meet the principles of color, harmony, balance, and proportion.							
64	Uses related groupings in developing displays.							
66	Designs counter displays.							

REAL ESTATE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Displays (continued...)							
71	Develops life-like displays.							
76	Keeps displays clean and orderly.							
77	Dismantles displays.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
92	Letters and designs signs.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
108	Takes advantage of available sales training.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customers names. (DCT)							
	Mathematics							
117	Completes sales checks. (DCT)							
118	Handles charge sales. (DCT)							
128	Completes end of day department close-out.							
	Merchandising							
140	Displays an understanding of the business' characteristics.							
143	Interprets consumer demand. (DCT)							
145	Performs comparison shopping.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued...)							
148	Maintains sales records.							
152	Maintains balanced inventory. (DE)							
157	*Conducts stock counts.							
158	Determines merchandise assortments.							
160	*Reports low stock quantities.							
169	Uses company order forms correctly.							
173	Follows federal and state pricing laws.							
176	Completes price changes.							
	Management							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
193	*Assists in controlling operating expenses.							
196	*Establishes and interprets firm's policies.							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	Schedules employees.							
204	Maintains an awareness of the store's location in terms of market potential.							
205	Plans space allocation and layout. (DCT)							
208	*Maintains customer facilities. (DCT)							
210	Maintains pleasant office conditions.							
215	Demonstrates an understanding of the importance of mail and telephone services.							
218	*Assists in increasing customer services. (DCT)							
	Operations							
236	Follows federal and state credit laws.							
237	Interprets and explains credit policies and procedures.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued...)							
238	Handles credit applicants.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
252	Uses approved receiving terms and accounting processes. (DCT)							
253	Determines merchandise processing priorities.							
255	Determines shipping receiving discrepancies. (DE)							
260	*Makes price changes. (DCT)							
265	Know the various types of storage available.							
274	*Handles firm's equipment.							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
	Product and Service Technology							
287	Uses merchandising trends to help increase sales.							
289	Utilizes various manufacturer's supplies/services to help increases profit.							
290	Interprets consumer protection laws.							
291	*Uses applicable merchandise guarantees to assist customers in making the buying decisions. (DCT)							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	*Practices positive customer services.							
323	Questions, observes and listens to customers.							
324	Allows customers appropriate time to make the buying decisions.							
325	Handles objections. (DCT)							
326	*Handles customer complaints according to store's policies.							
336	Opens the sale. (DCT)							
337	Uses descriptive selling phrases.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued...)							
341	Sells merchandise in real estate booklets.							
342	Closes the sale. (DCT)							
345	Determines sales quotas.							
347	Handles special orders.							
357	Properly handles merchandise.							
358	Involves customer in the sales process.							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery.							
364	Keeps up-to-date on product information.							
366	*Uses merchandise information in the sales process.							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

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TRANSPORTATION

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Advertising							
24.	*Features appropriate brand and trade names in ads. (DCT)							
	Communications							
27	*Uses appropriate vocabulary.							
29	*Completes written reports.							
30	Complies written reports into single report.							
32	*Practices efficient two-way communications. (DCT)							
34	*Acknowledges the role of employee meetings.							
35	Conducts employee meetings.							
36	*Interprets store policies.							
37	Interprets progress to management.							
39	*Assists the flow of inter-department communications. (DCT)							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
99	Accepts management's policies.							
100	*Accepts criticism.							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
106	Participates in community programs.							
110	*Directs customers to various departments locations.							
111	Remembers customers names. (Optional CC Task - DE only)							
	Mathematics							
122	Handles returns.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Mathematics (continued...)							
135	Calculates gross margins.							
137	Interprets profit and loss statements.							
	Merchandising							
142	Keeps abreast of trends and economic indications affecting the business.							
145	*Performs comparison shopping.							
156	Organizes stock counts.							
157	*Conducts stock counts.							
160	*Reports low stock quantities.							
	Management							
177	Determines hiring needs.							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							
181	Evaluates new employees.							
182	Gives regular employee evaluation.							
183	Interprets firm's promotion, transfer and dismissal policies.							
185	Plans management training. (DE)							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
190	Maintains personnel records.							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	*Assists in controlling operating expenses.							
194	Keeps informed of laws affecting the business.							
195	Helps in reducing business risks.							

TRANSPORTATION

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued...)							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	Schedules employees.							
205	Plans space allocation and layout. (DCT)							
208	*Maintains customer facilities. (DCT) (Optional CC Task -DE Only)							
217	Utilizes firm's delivery services.							
218	*Assists in increasing customer services. (Optional CC Task - DE Only)							
225	Assists in controlling expenses.							
226	Plans sales support budget.							
228	Analyzes and interprets statistical reports. (DE)							
231	Maintains proper records.							
	Operations							
249	Explains billing statements.							
252	Uses approved receiving terms and accounting processes. (DCT)							
253	Determines merchandise processing priorities.							
255	Determines shipping receiving discrepancies. (DE)							
256	Reports and files claims. (DE)							
257	Packages merchandise for return.							
258	Uses price marking machines.							
260	*Makes price changes. (DCT)							
261	Tickets merchandise.							
262	Routes merchandise from dock.							
266	Locates reserve and understock. (DCT)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations (continued...)							
268	Handles stock transfers.							
269	Keeps up on current shipping and receiving developments.							
272	Uses shipping terms.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							
	Product and Service Technology							
291	Uses merchandise guarantees to assist customers in making the buying decisions. (optional CC Task - DE Only)							
295	Uses pre-packaging to help increase sales.							
296	Handles return merchandise.							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
322	*Practices positive customer services.							
326	*Handles customer complaints according to store's policies.							
357	Properly handles merchandise.							
360	*Displays a positive attitude towards the merchandise.							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
365	Reads trade journals.							
366	*Uses merchandise information in the sales process.							
367	Uses tags, labels, etc. to help customers select merchandise. (DCT)							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

WHOLESALING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station: Competency Developed
	Advertising						
1	Demonstrates an understanding of the role of advertising.						
3	Selects merchandise for promotion.						
4	Plans for adequate supply of promotional merchandise.						
5	Uses past advertisements as a planning guide.						
6	Prepares the promotional budget.						
8	Plans the store's ad programs.						
11	Selects media.						
13	Utilizes cooperative advertising and aids.						
20	Prepares appealing copy. (DE)						
24	*Features appropriate brand and trade names in ads. (DCT)						
25	Utilizes trademarks, slogans, and similes to help promote store image.						
26	Checks advertising proofs.						
	Communications						
27	*Uses appropriate vocabulary.						
28	Uses the telephone effectively. (DCT)						
29	Completes written reports.						
30	*Complies written reports into single report.						
31	Recognizes authority.						
32	*Practices efficient two-way communications. (DCT)						
34	*Acknowledges the role of employee meetings.						
35	Conducts employee meetings.						
36	*Interprets store policies.						
39	Assists the flow of inter-department communications. (DCT)						
	Display						
40	Utilizes displays to create prestige, goodwill, and introduce new products or services.						

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Display (continued...)							
41	Acknowledges the affect displays have on customers. (DCT)							
44	Plans displays for use with self-service merchandise.							
46	Plans displays which reflect store character.							
48	Plans seasonal/timely displays.							
49	Acknowledges the importance of changing displays.							
54	Allocates display space.							
55	Selects display locations.							
58	Utilizes display aids from suppliers.							
59	Determines most appropriate display arrangements.							
61	Chooses colors for displays.							
62	Plans displays which meet the principles of color, harmony, balance and proportion.							
64	Uses related groupings in developing displays.							
66	Designs counter displays.							
67	Prepares mass displays.							
71	Develops life-like displays.							
75	Prepares merchandise for display.							
82	Utilizes various types of display fixtures.							
83	Utilizes manufacturers' display aids.							
89	Makes signs for self-selection merchandise. (DCT)							
90	Makes price cards.							
	Human Relations							
94	*Exhibits orderly and systematic behavior.							
95	*Shows interest and enthusiasm.							
96	*Demonstrates initiative and creativity.							
97	*Develops positive working relationships.							
99	Accepts management's policies.							
100	*Accepts criticism.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Human Relations (continued...)							
101	*Displays self-control.							
102	*Adjusts to change.							
103	*Avoids misrepresentation.							
104	Demonstrates an understanding of the benefits to be received from trade associations.							
105	Identifies the various merchant organizations.							
106	Participates in community programs.							
108	Takes advantage of available sales training.							
109	*Interprets store's policies.							
110	*Directs customers to various departments locations.							
111	*Remembers customers names. (DCT)							
	Mathematics							
117	Completes sales checks. (DCT)							
128	Completes end of day department close-out.							
132	Determines billed costs.							
133	Calculates transportation costs.							
134	Determines net sales.							
135	Calculates gross margins.							
137	Interprets profit and loss statements.							
138	Determines stock turn-over ratios.							
	Merchandising							
139	Maintains buyer/salesperson relationships.							
140	Displays an understanding of the business' characteristics.							
141	Follows store's buying and merchandising policies and procedures.							
142	Keeps abreast of trends and economic indications affecting the business.							
143	Interprets consumer demand. (DCT)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Merchandising (continued...)							
145	*Performs comparison shopping.							
146	Displays an awareness of current promotional considerations.							
147	Determines quantities to buy. (DE)							
149	Analyzes sales records.							
152	Maintains balanced inventory. (DE)							
153	Figures stock/sales ration.							
156	Organizes stock counts.							
157	*Conducts stock counts.							
158	Determines merchandise assortments.							
160	*Reports low stock quantities.							
165	Displays the attitudes expected of a buyer.							
166	Plans market buying to meet merchandise plans.							
167	Follows company's policies and procedures when making catalog purchases.							
168	Gives quality vs. price considerations in the buying decision.							
169	Uses company order forms correctly.							
170	Follows store's procedures in authorizing purchases.							
171	Follows store's procedures in authorizing purhcases.							
172	Prices merchandise for competition.							
173	Follows federal and state pricing laws.							
174	Utilizes market factors which affect retail prices.							
175	Determines price lines.							
176	Completes price changes.							
	Management							
178	Recruits new employees.							
179	Selects new employees. (DE)							
180	Gives employee training. (DE)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Management (continued...)							
181	Evaluates new employees.							
182	Gives regular employee evaluation.							
183	Interprets store's promotion, transfer and dismissal policies.							
185	Plans management training. (DE)							
187	*Demonstrates leadership by example.							
188	*Gives recognition to others.							
189	Capitalizes on employee attributes. (DE)							
191	Handles employee complaints and grievances. (DE)							
192	Keeps informed of management trends. (DE)							
193	*Assists in controlling operating expenses.							
194	Keeps informed of laws affecting the business.							
195	Helps in reducing business risks.							
196	*Establishes and interprets firm's policies.							
197	Utilizes employee participation in policy-making. (DE)							
198	*Supports the personnel organization.							
200	*Plans and organizes work.							
201	*Assigns duties and responsibilities.							
202	*Schedules employees.							
205	Plans space allocation and layout. (DCT)							
206	Evaluates space allocation based on turn-over, mark-up, etc.							
207	Locates impulse and convenience goods in high traffic areas.							
208	*Maintains customer facilities. (DCT)							
210	Maintains pleasant shopping conditions. (DCT)							
217	Utilizes firm's delivery services.							
218	*Assists in increasing customer services.							
228	Analyzes and interprets statistical reports. (DE)							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Operations							
237	Interprets and explains credit policies and procedures.							
239	Makes credit decisions.							
240	Uses credit bureaus to assist in making credit decisions.							
242	Adjusts credit policies.							
243	Keeps sales people informed on credit policies and procedures. (DCT)							
248	Follows firms billing procedures.							
249	Explains billing statements.							
250	Maintains credit collections records.							
251	Collects past due accounts.							
252	Uses approved receiving terms and accounting processes. (DCT)							
253	Determines merchandise processing priorities.							
255	Determines shipping receiving discrepancies. (DE)							
256	Reports and files claims. (DE)							
257	Packages merchandise for return.							
258	Uses price marking machines.							
260	*Makes price changes. (DCT)							
261	Tickets merchandise.							
262	Routes merchandise from dock.							
266	Locates reserve and understock. (DCT)							
268	Handles stock transfers.							
270	Knows the various modes of transportation available.							
271	Determines routing costs.							
272	Uses shipping terms.							
274	*Handles store equipment.							
280	Assists in emergency planning. (DE)							
281	*Practices safety.							
282	*Follows Firm's accident procedures.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Product and Service Technology							
287	Uses merchandising trends to help increase sales.							
289	Utilizes various manufacturer's supplies/services to help increase profit.							
290	Interprets consumer protection laws.							
291	*Uses merchandise guarantees to assist customers in making the buying decisions. (DCT)							
292	Uses standards, grades, and tables to influence the customer. (DCT)							
293	Considers products packing when planning merchandise purchases.							
295	Uses pre-packaging to help increase sales.							
296	Handles return merchandise.							
	Selling							
320	*Develops a knowledge of the types of customers who shop at the store.							
321	Assists customers in making the buying decisions.							
322	*Practices positive customer services.							
323	Questions, observes and listens to customers.							
324	Allows customers appropriate time to make the buying decision.							
325	Handles objections. (DCT)							
326	Handles customer complaints according to store's policies.							
336	Opens the sale. (DCT)							
337	Uses descriptive selling phrases.							
342	Closes the sale. (DCT)							
345	Determines sales quotas.							
347	Handles special orders.							
357	Properly handles merchandise.							
358	Involves customer in the sales process.							
360	*Displays a positive attitude towards the merchandise.							
361	Uses brand and trade names to help customers select merchandise.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	Selling (continued...)							
362	*Maintains an awareness of the firm's advertised/displayed merchandise.							
363	Maintains an awareness of competitor's advertisery. (DE)							
364	Keeps up-to-date on product information.							
365	Reads trade journals.							
366	*Uses merchandise information in the sales process.							
367	*Uses tags, labels, etc. to help customers select merchandise. (DCT)							
371	*Utilizes product substitutions to increase sales.							
372	*Determines sizes and fit of merchandise for customers.							

AUTOBODY

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station: Competency Developed
	A. BODY AND FRAME ALIGNMENT						
01	Inspect body and frame and measure alignment.						
02	Straighten, repair and align body and frame of vehicle.						
03	Straighten deformed auto body sheet metal.						
04	Remove and install weld-in panel.						
05	Align hood and deck panels.						
06	Remove and install fenders.						
07	Remove and install doors.						
08	Remove and replace bumpers.						
09	Replace fiberglass body panel.						
10	Repair fiberglass bodies.						
	B. COST ESTIMATING AND SHOP MANAGEMENT						
01	Estimate cost of repairs.						
	C. MECHANICAL REPAIR AND ALIGNMENT						
01	Align head lamps.						
	D. METALWORK AND WELDING						
01	Fill and smooth depressed areas with body filler.						
02	Pick, file, and finish metal.						
03	Shrink damaged metal areas.						
04	Weld vehicle body parts.						
05	Weld frames or frame horns.						
06	Fill depressed areas with body solder.						
	E. REPAIR, REPLACE, ADJUST AND INSTALL TRIM AND ACCESSORIES						
01	Replace molding and hardware.						
02	Remove and replace grills.						

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	E. REPAIR, REPLACE, ADJUST AND INSTALL TRIM AND ACCESSORIES (continued ...)							
03	Replace locks and latches.							
04	Repair manual seat tracks.							
05	Remove, replace and adjust power window control units.							
06	Repair or replace window raising and lowering mechanisms.							
07	Repair power window control units.							
08	Remove and replace seat and shoulder belts.							
	F. PAINTING AND REFINISHING							
01	Mask sections and parts.							
02	Apply corrosion materials.							
03	Clean and prepare repaired surfaces for painting.							
04	Apply primer surfacer.							
05	Remove paint and rust.							
06	Paint surfaces.							
07	Heat dry painted surface.							
08	Finish painted surfaces.							
	G. REMOVING AND INSTALLING GLASS							
01	Remove damaged glass and install replacement.							
02	Seal leaks around windshield and rear window.							
03	Adjust or align windows in doors.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	B. PERFORMING CHILD GUIDANCE ACTIVITIES (continued ...)							
10	Supervise special activities such as parties, field trips, resource persons, and holiday celebrations.							
11	Supervise special activities such as parties, field trips, resource persons, and holiday celebrations.							
12	Organize and guide story time.							
13	Guide rest period.							
14	Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood, or earthquake.							
15	Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood, or earthquake.							
16	Implement procedures in case of illness, accident or a disaster such as fire, tornado, hurricane, flood, or earthquake.							
17	Supervise snack and/or meal activities.							
18	Supervise care of teeth.							
19	Supervise routine bathroom activities.							
	C. PERFORMING FOOD SERVICE ACTIVITIES							
01	Set and clear table.							
02	Inventory and store food and supplies.							
03	Inventory and store food supplies.							
04	Inventory and store food supplies.							
05	Prepare meals and snacks.							
06	Purchase food.							
07	Serve food.							
08	Wash and store dishes, glassware, silverware and utensils.							
	D. PERFORMING HOUSEKEEPING ACTIVITIES							
01	Supervise the care of pets and plants.							

CHILD CARE

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	A. PLANNING ACTIVITIES OR PROGRAMS							
01	Plan art activities.							
02	Plan dramatic play activities.							
03	Plan free-choice play activities.							
04	Plan manipulative play such as puzzles and woodblocks.							
05	Plan monthly activities.							
06	Plan monthly activities.							
07	Plan monthly activities.							
08	Plan music activities.							
09	Plan nature science activities.							
10	Plan outdoor play activities.							
11	Plan special activities such as field trips, resource persons, holiday celebrations and parties.							
12	Plan food preparation activities.							
13	Plan story time.							
14	Plan for child development equipment and supplies.							
	B. PERFORMING CHILD GUIDANCE ACTIVITIES							
01	Organize and guide art activities.							
02	Organize and guide dramatic play activities.							
03	Organize and guide food preparation activities.							
04	Organize and guide free-choice play activities.							
05	Organize and guide manipulative play activities.							
06	Organize and guide music activities.							
07	Organize and guide nature science activities.							
08	Organize and guide outdoor play activities.							
09	Supervise special activities such as parties, field trips, resource persons, and holiday celebrations.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	D. PERFORMING HOUSEKEEPING ACTIVITIES (continued ...)							
02	Check toys for safety and repairs.							
03	Prepare laundry for pick-up.							
04	Launder items such as linens, doll clothing and dress-up clothing.							
05	Maintain furnishings, equipment and supplies.							
06	Maintain furnishings, equipment and supplies.							
07	Maintain furnishings, equipment and supplies.							
08	Clean child-care center.							
	E. PERFORMING CLERICAL ACTIVITIES							
01	Inform parents of a child's emergency or illness, a child's progress, a child's behavior, activities of the center, rules and routines of the center or help available from community agencies.							
02	Maintain furnishings, equipment and supplies.							
03	Maintain children's records reflecting attendance, development, and transportation.							
04	Maintain children's records reflecting attendance, development, and transportation.							
05	Maintain children's records reflecting attendance, development, and transportation.							
06	Prepare reports.							
07	Perform receptionist duties.							
08	Inventory equipment and supplies.							
09	Requisition equipment and supplies.							

AUTOMOTIVE MECHANICS

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	A. EVALUATING AND INSPECTING							
01	Inspect and test windshield wiper motors, blades, and arms.							
	B. PERFORMING ENGINE OVERHAUL ACTIVITIES							
01	Adjust valves.							
02	Steam clean engine.							
03	Clean engine parts and check for condition.							
04	Diagnose valve train and head malfunctions.							
05	Disassemble engine.							
06	Fit piston pins.							
07	Grind valves.							
08	Replace crankshaft and main bearings; inspect and correct bearing fit; inspect crankshaft and connecting rod assembly.							
09	Inspect exhaust system.							
10	Inspect head for warp.							
11	Replace exhaust manifold(s).							
12	Perform cylinder compression tests.							
13	Perform cylinder balance test.							
14	Perform cylinder leakage test.							
15	Perform operational inspections of positive crankcase ventilation system.							
16	Perform operational inspections of the engine lubrication systems.							
17	Remove engine from vehicle.							
18	Replace connecting rods and bearings.							
19	Replace engine mounts.							
20	Replace flywheel and flywheel ring gear.							
21	Replace camshaft. Replace camshaft bearings. Replace timing gears and chains. Replace gaskets and seals. Replace valve lifters.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	B. PERFORMING ENGINE OVERHAUL ACTIVITIES (continued ...)							
22	Replace muffler.							
23	Remove and replace oil pump.							
24	Remove and replace oil pans.							
25	Replace pistons. Replace piston rings. Replace gaskets and seals.							
26	Replace tailpipe assemblies.							
27	Replace valves. Replace valve guides. Replace valve seals. Resurface valve seats. Service rocker arm assembly.							
	C. MAINTAINING AND REPAIRING POWER TRAINS							
01	Adjust external shift linkage on manual transmission.							
02	Adjust clutch.							
03	Analyze and repair electrical control circuit and components for overdrive unit.							
04	Diagnose differential malfunctions.							
05	Inspect drive shaft, U-joints, and center bearings.							
06	Lubricate or replace speedometer cable and housing.							
07	Lubricate or replace speedometer cable and housing.							
08	Lubricate universal joints.							
09	Rebuild overdrive unit.							
10	Rebuild manual transmission.							
11	Repair hydraulic-type clutch.							
12	Repair or replace differential.							
13	Repair or replace differential. Replace spider gears (pinion).							
14	Replace universal joints.							
15	Repair, replace, or adjust front drive axle assemblies.							
16	Repair, replace, or adjust front drive axle assemblies.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	C. MAINTAINING AND REPAIRING POWER TRAINS (continued ...)							
17	Replace mechanical-type clutch.							
18	Replace manual transmission.							
19	Replace manual transmission rear seal, gasket and bushing.							
20	Replace pinion seal.							
21	Replace pilot bearing.							
22	Replace rear axle shaft, bearing and seal.							
23	Replace speedometer drive gear.							
24	Replace clutch release bearings (throw-out bearings).							
25	Replace transmission mounts.							
26	Test manual transmission operation.							
	D. MAINTAINING AND REPAIRING AUTOMATIC TRANSMISSIONS							
01	Adjust floor linkage.							
02	Adjust column-type linkage.							
03	Adjust linkage from engine to automatic transmission.							
04	Clean and visually inspect transmission.							
05	Diagnose, replace or adjust modulators.							
06	Diagnose, replace or adjust modulators.							
07	Inspect and repair transmission cooling systems.							
08	Inspect, remove and replace converter.							
09	Inspect and replace front pump, seal, and bushings.							
10	Install automatic transmission cooler. (external type)							
11	Make band adjustments. (internal or external)							
12	Overhaul automatic transmission.							
13	Perform operational tests on automatic transmission.							
14	Remove and install automatic transmissions.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	D. MAINTAINING AND REPAIRING AUTOMATIC TRANSMISSIONS (continued ...)							
15	Replace external seals, gaskets, and lines on automatic transmissions.							
16	Replace or adjust neutral safety switch.							
17	Replace or adjust neutral safety switch.							
18	Service filter.							
	E. MAINTAINING AND REPAIRING ELECTRICAL SYSTEMS							
01	Adjust headlights.							
02	Adjust backup light switches.							
03	Analyze or adjust engine performance using engine analyzer.							
04	Analyze cause of electrical fires.							
05	Analyze malfunctions in the cranking system.							
06	Clean, gap and test spark plugs.							
07	Evaluate alternator/generator and regulator output.							
08	Inspect secondary circuit lead wires, distributor cap, and rotor. Measure resistance in secondary wires.							
09	Inspect ignition switch, resistor, wiring, and coil of the primary circuit.							
10	Inspect points and condenser of the primary circuit.							
11	Locate and repair shorts and open circuits in wiring.							
12	Overhaul distributors.							
13	Perform operational inspection of lighting systems.							
14	Repair or replace charging system regulators.							
15	Repair generators or alternators.							
16	Repair or replace fuse box assembly.							
17	Repair or replace lighting system components.							
18	Repair or replace switches.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	E. MAINTAINING AND REPAIRING ELECTRICAL SYSTEMS (continued ...)							
19	Replace solenoids.							
20	Replace starters.							
21	Replace windshield wiper mechanisms and controls.							
22	Replace and adjust distributors.							
23	Replace chassis and underhood wiring.							
24	Replace coil of the primary circuit.							
25	Replace flasher units.							
26	Replace generators and alternators.							
27	Replace ignition switch and resistor.							
28	Replace points and condenser.							
29	Replace starters.							
30	Service or replace batteries, cables, and battery box.							
31	Set ignition timing.							
32	Strobe distributor, and modify or correct advance curves.							
33	Test and repair cruise control units.							
34	Test and rewire dash units.							
35	Test and repair transistor ignition systems.							
	F. MAINTAINING AND REPAIRING FUEL SYSTEMS							
01	Adjust carburetor.							
02	Analyze for moisture or foreign particle level in fuel system.							
03	Analyze for moisture or foreign particles level in fuel system.							
04	Clean carburetor.							
05	Clean or replace fuel filter.							
06	Clean or replace fuel filter.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	-6- Competency Developed
	F. MAINTAINING AND REPAIRING FUEL SYSTEMS (continued ...)							
07	Inspect, clean and adjust choke unit, (automatic and manual).							
08	Inspect, clean and adjust choke unit, (automatic and manual).							
09	Inspect, service or replace carburetor air cleaner.							
10	Replace gas tank sending unit.							
11	Install carburetor.							
12	Measure fuel flow and pressure.							
13	Perform operational inspections of exhaust emission control system.							
14	Perform operational inspections of evaporative emission control system.							
15	Remove and replace fuel pump.							
16	Repair or replace fuel lines and hoses.							
17	Repair or service carburetors.							
18	Service or repair manifold heat controls.							
	G. MAINTAINING AND REPAIRING COOLING SYSTEMS							
01	Check coolant freezing point.							
02	Check coolant temperature.							
03	Check overflow tank.							
04	Chemically clean and flush cooling system.							
05	Inspect, adjust, or replace fan belts.							
06	Perform chemical test on cooling systems.							
07	Pressure test cooling system.							
08	Remove and replace radiators.							
09	Replace core plugs (freeze plugs).							
10	Replace heater hoses.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	G. MAINTAINING AND REPAIRING COOLING SYSTEMS (continued ...)							
11	Replace radiator hoses.							
12	Replace variable speed fan.							
13	Replace water pump.							
14	Solder minor leaks in radiators.							
15	Test and replace thermostat.							
16	Test and replace thermostat.							
	H. MAINTAINING AND REPAIRING STANDARD AND POWER STEERING UNITS							
01	Adjust worm and sector in steering gear.							
02	Check manual steering gear fluid level.							
03	Replace steering spindles.							
04	Inspect steering gear.							
05	Inspect steering linkage.							
06	Lubricate steering gear and linkage.							
07	Adjust or rebuild power steering units. Check power steering fluid level.							
08	Rebuild power steering units.							
09	Repair power steering pumps.							
10	Replace collapsible mast jackets (steering column).							
11	Repair tilt and telescoping steering wheel.							
12	Replace manual steering gear components.							
13	Replace manual steering gear components.							
14	Replace power steering components.							
15	Replace power steering pumps.							
16	Replace belts and adjust tension.							
17	Replace filter in power steering.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	I. MAINTAINING AND REPAIRING BRAKING SYSTEMS							
01	Arc grind brake shoes.							
02	Adjust brakes.							
03	Adjust parking brake linkage.							
04	Adjust parking brake linkage.							
05	Adjust hand brake external band.							
06	Bleed hydraulic brakes.							
07	Free-up parking brake cables.							
08	Inspect and replace brake pads (disc brakes).							
09	Inspect and turn rotor (disc brakes).							
10	Inspect and refinish brake drums.							
11	Inspect and replace self-adjusters.							
12	Perform operational brake inspection.							
13	Recondition backing plates.							
14	Reline brake shoes.							
15	Repair disc brake calipers.							
16	Repair master cylinder.							
17	Rebuild brake power units.							
18	Repair self-adjusters.							
19	Repair wheel cylinder.							
20	Replace brake hoses and lines. Replace hydraulic lines and fittings.							
21	Replace brake shoes.							
22	Replace hydraulic control valves.							
23	Replace hydraulic brake power units.							
24	Replace hydraulic power cylinders.							
25	Replace master cylinder.							
26	Replace wheel cylinder.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	I. MAINTAINING AND REPAIRING BRAKING SYSTEMS (continued ...)							
27	Replace parking brake linkage.							
28	Replace hand brake external band.							
	J. MAINTAINING AND REPAIRING FRONT ENDS.							
01	Adjust or replace torsion bars.							
02	Adjust or replace torsion bars.							
03	Adjust and repack front wheel bearings.							
04	Adjust front wheel bearings. Inspect wheel bearings.							
05	Balance wheels and tires.							
06	Check and align front end.							
07	Inspect and replace steering damper.							
08	Inspect and repair front suspension systems.							
09	Lubricate ball joints.							
10	Lubricate the front and rear suspension.							
11	Perform visual inspections of the suspension systems.							
12	Rebush king pins or link pins.							
13	Repair rear suspension system.							
14	Replace ball joints.							
15	Replace front wheel bearing grease seal.							
16	Replace front suspension control arms and bushings.							
17	Replace rear suspension systems.							
18	Replace shock absorbers and mounting.							
	K. MAINTAINING AND REPAIRING AUTOMOBILE AIR CONDITIONERS							
01	Diagnose air conditioning malfunctions.							
02	Evacuate air conditioning system.							
03	Inspect and recharge system with refrigerant.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	K. MAINTAINING AND REPAIRING AUTOMOBILE AIR CONDITIONERS							
04	Install air conditioners in vehicles.							
05	Pressure test and leak test system.							
06	Pressure test and leak test system.							
07	Repair air conditioning compressor.							
08	Repair automatic air conditioning and heater systems.							
09	Repair electrical circuits.							
10	Repair vacuum circuits.							
11	Replace air conditioning compressor.							
12	Replace condenser in air conditioning unit.							
13	Replace compressor seals.							
14	Replace air conditioner fan motor.							
15	Replace air conditioner fan motor.							
16	Replace evaporator in air conditioning unit.							
17	Replace drier in air conditioning unit.							
18	Replace expansion valve in air conditioning units.							
19	Replace evaporator control valve or diaphragm in air conditioning unit.							
20	Service air conditioner control cables.							
	L. MAINTAINING AND REPAIRING AUTOMOBILE HEATERS							
01	Diagnose heating system malfunctions.							
02	Replace defroster hose.							
03	Replace heater control units.							
04	Remove and replace heater core.							
05	Repair heater core.							
06	Service heater control components.							

COMBINATION WELDER

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	A. SUPERVISION, TRAINING AND JOB ESTIMATING							
01	Assign work to others.							
02	Plan and schedule work assignments.							
03	Instructor checklist							
04	Prepare annual shop budgets.							
05	Write performance standards for jobs.							
06	Conduct oral safety briefings.							
07	Improve work methods.							
08	Estimate cost of repairs.							
09	Estimate labor and material costs of new fabrication.							
10	Prepare accident report.							
11	Plan and conduct on-the-job training for employees.							
12	Instructor checklist							
13	Interview job applicants.							
14	Receive and record new shipment of supplies.							
15	Read and interpret detail sketch from blueprint.							
	B. SET UP, TACK AND WELD METAL PROCESSING PROJECTS							
01	Select metals for fabrication from blueprint specifications.							
02	Draw sketches for shop or field projects.							
03	Research technical publications for welding standards.							
04	Set up and tack weld tee joints.							
05	Set up and tack weld open butt joints.							
06	Set up and tack weld corner or edge joints.							
07	Set up and tack weld in the flat position.							
08	Set up and tack weld in the horizontal position.							
09	Set up and tack weld in the overhead position.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	B. SET UP, TACK AND WELD METAL PROCESSING PROJECTS (continued ...)							
10	Set up and tack weld in the vertical position.							
11	Set up and tack weld lap joints.							
12	Set up and make a plug or slot weld.							
13	Clamp metal work to prevent distortion and tack weld.							
	C. CLEAN, TEST AND CLASSIFY METALS							
01	Examine and identify metals.							
02	Clean metals with solvent.							
03	Test metals using guided bend tester.							
04	Inspect welds using dye penetrant methods.							
	D. OPERATING AUXILIARY EQUIPMENT AND TOOLS							
01	Chip slag using chipping hammer.							
02	Cut material with hand hacksaws.							
03	Drill metal using power drilling equipment.							
04	Grind metal with power equipment.							
05	Cut metal with power hacksaw.							
06	Wire brush with power equipment.							
07	Finish metal surfaces with handtools.							
08	Shear and punch metal shapes using iron working machine(s).							
	E. OPERATING GAS WELDING EQUIPMENT							
01	Set up portable or stationary oxy-fuel equipment.							
02	Braze ferrous and non ferrous metals with gas equipment.							
03	Change oxygen, acetylene or MAPP gas cylinders.							
04	Clean welding and cutting tips on oxy-fuel equipment.							
05	Cut carbon steels with oxy-acetylene equipment.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	E. OPERATING GAS WELDING EQUIPMENT (continued ...)							
06	Forge metals with gas equipment.							
07	Gas weld cast iron.							
08	Gas weld copper or copper alloys.							
09	Silver braze copper pipe joints.							
10	Gas weld carbon steels.							
11	Braze repair castings.							
12	Lead solder ferrous and non ferrous metals with gas equipment.							
13	Perform soap and water and/or submerged leak test and repair gas welding equipment.							
14	Shape metals using gas welding equipment.							
15	Silver braze ferrous metals with gas equipment.							
16	Silver braze nonferrous metals with gas equipment.							
17	Remove distortion using gas welding equipment.							
	F. OPERATING METALLIC AND TUNGSTEN INERT GAS WELDING EQUIPMENT							
01	Weld aluminum or aluminum alloys with GMAW (MIG) equipment.							
02	Weld aluminum or aluminum alloys with GTAW (TIG) equipment.							
03	Weld stainless steel alloys with GMAW (MIG) equipment.							
04	Weld carbon steels with GMAW (MIG) equipment.							
05	Disassemble and clean a GMAW (MIG) torch assembly.							
06	Disassemble and clean a GTAW (TIG) torch assembly.							
07	Weld chrome-moly steel with GTAW (TIG) equipment.							
08	Weld copper or copper alloys with GTAW (TIG) equipment.							
09	Weld heat and corrosion resistant (stainless) steels with GTAW (TIG) equipment.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	F. OPERATING METALLIC AND TUNGSTEN INERT GAS WELDING EQUIPMENT (continued ...)							
10	Weld carbon steels with GTAW (TIG) equipment.							
11	Weld magnesium alloys with GTAW (TIG) equipment.							
	G. OPERATING SHIELDED METALLIC ARC WELDING EQUIPMENT							
01	Shielded metallic arc-weld cast iron							
02	Shielded metallic arc-weld heat and corrosion resistant (stainless) steels							
03	Shielded metallic arc weld carbon steel							
04	Cut cast iron with air carbon arc process.							
05	Hard surface steel with arc-welding equipment							
06	Cut carbon steels using shielded metallic arc cutting process.							
07	Cut carbon steels with air carbon arc process.							
08	Remove or replace SMAW equipment accessories.							
	H. PERFORMING STRUCTURAL OR EQUIPMENT WELDING AND CUTTING OPERATIONS							
01	Fabricate aluminum structures or devices.							
02	Fabricate or repair tubing systems.							
03	Reconstruct and align frames or related equipment.							
04	Fabricate corrosion resistant steel.							
05	Fabricate protective devices for windows and openings.							
06	Fabricate metal reinforcing devices for structural foundations.							
07	Fabricate metal work stands or furniture.							
08	Fabricate or construct storage devices.							
09	Prepare and weld pipe joints.							
10	Cut metal using MAPP or propane type gas equipment.							
11	Set oven temperature and store arc electrodes.							

JANITOR Task Number	Task	Specific Related Instruction					Training Station	Competency Developed
		Class	Lab	School Store	Observations	DECA		
	A. MAINTAINING HEATING AND COLLING SYSTEM							
01	Adjust steam flow at radiator.							
02	Adjust thermostat.							
03	Change filters.							
04	Clean ductwork.							
05	Control steam pressure level.							
06	Light gas fed system.							
07	Lubricate heating system.							
08	Lubricate heating system.							
09	Maintain coal fire.							
10	Remove ashes.							
11	Remove debris from fire pit.							
12	Remove dust from heating/cooling system.							
13	Replace burned grates in coal furnace.							
14	Replace fire brick in furnace.							
15	Replace thermal coupling.							
16	Replace worn out switches in heating/cooling system.							
17	Start fire in coal furnace.							
18	Stoke fire in coal furnace.							
	B. PERFORMING SUPPORTIVE DUTIES							
01	Assign work to others.							
02	Communicate by two-way radio.							
03	Communicate by telephone.							
04	Construct work schedules.							
05	Demonstrate to new workers how to use equipment and materials.							
06	Display bunting.							
07a	Display Flag at crossed staff.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	B. PERFORMING SUPPORTIVE DUTIES (continued ...)							
07b	Display Flag with several other flags (states, cities, pennants).							
07c	Fly Flag on same halyard with flags of states.							
07d	Fly Flag on staff adjacent to flags of other nations.							
07e	Display Flag from staff projecting from vertical wall.							
07f	Display Flag over center of street.							
07g	Display Flag on speaker's platform.							
07h	Fly Flag at half staff.							
08	File forms and records.							
09	Inventory supplies.							
10	List and post safety hazards within building.							
11	List repairs needed.							
12	Schedule appointments.							
13	Store equipment.							
14	Write letters, notes and memos.							
	C. CLEANING SURFACES							
01	Clean glass surfaces.							
02	Clean leather surfaces.							
03	Clean painted surfaces.							
04	Clean porcelain surfaces.							
05	Clean wood surfaces.							
06	Dryclean chalkboards.							
07	Dust walls and ceilings.							
08	Polish ornamental metals.							
09	Remove cobwebs.							
10	Wash walls.							
	D. PERFORMING MINOR REPAIRS AND MAINTAINING EQUIPMENT							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	D. PERFORMING MINOR REPAIRS AND MAINTAINING EQUIPMENT							
01	Build temporary shelving.							
02	Clear evaporation tube in refrigerator.							
03	Disassemble and clean buffing machine.							
04	Disassemble and clean wet/dry vacuum.							
05	Ease sticking drawers.							
06	Empty and clean carpet vacuum.							
07	Free sticking doors.							
08	Free window from sash.							
09	Glaze window.							
10	Launder dust rags and mops.							
11	Patch plaster.							
12	Realign doors.							
13	Refinish defaced furniture.							
14	Replace downspouts.							
15	Replace faucet components.							
16	Replace floor tile.							
17	Replace florescent bulb/tube.							
18	Replace riser covering.							
19	Replace septic tile.							
20	Replace light switches.							
21	Replace wall bricks and stones.							
22	Seal cracks in cement floor.							
23	Spot paint.							
24	Start bacterial action in septic tank.							
25	Thaw frozen water pipes.							
26	Tighten loose furniture components.							
27	Treat dust mops and dust cloths.							

JANITOR Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	D. PERFORMING MINOR REPAIRS AND MAINTAINING EQUIPMENT (continued ...)							
28	Unclog drains.							
29	Unclog downspouts.							
	E. CLEANING UNCARPETED FLOORS							
01	Apply floor sealer.							
02	Apply floor wax.							
03	Burnish wax with buffer.							
04	Clean tile floors.							
05	Clean cove molding.							
06	Damp mop uncarpeted floors.							
07	Dust mop uncarpeted floors.							
08	Polish high-gloss floor surfaces.							
09	Remove gum from floor by hand.							
10	Remove marks from floor using buffer.							
11	Remove water from floor using wet/dry vacuum.							
12	Scrub floors by hand.							
13	Scrub floors by using buffer.							
14	Strip floor wax using scrubbing machine.							
15	Sweep uncarpeted floors.							
16	Vacuum floor surfaces.							
17	Water polish terrazzo floors.							
18	Wet mop uncarpeted floors.							
	F. SERVICING CARPETED AREAS							
01	Dry shampoo carpet.							
02	Repair damaged carpet by cut-insert method.							
03	Replace carpet.							
04	Remove carpet for cleaning.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	F. SERVICING CARPETED AREAS (continued ...)							
05	Remove gum from carpet.							
06	Remove heavy soil from carpet.							
07	Spot clean carpet.							
08	Sweep carpet by hand.							
09	Vacuum carpet.							
10	Wet shampoo carpet.							

MACHINIST

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	A. PERFORMING SUPERVISORY FUNCTIONS							
01	Coordinate workers with work to be done.							
02	Determine availability of supplies and materials. Maintain files and order and receive stock.							
03	Follow-up on end product quality control standards.							
04	Supervise machine use and operation.							
05	Supervise maintenance of shop safety equipment, safe operations, and set up of machinery.							
06	Inventory supplies and materials.							
	B. PERFORMING MATHEMATICAL CALCULATIONS							
01	Apply dimensions of parts from blueprints of specifications to job.							
02	Calculate amount of material to be removed to obtain correct limits for rework.							
03	Calculate change gearing for threading.							
04	Calculate conversion of revolutions per minute (RPM) to surface feet per minute (SFPM).							
05	Calculate dimensions of slots and grooves on special setups.							
06	Calculate gear blank specifications for indexing.							
07	Calculate machine speeds and feeds by formulas.							
08	Calculate stock utilization in machine work.							
09	Calculate tolerances or allowances for proper fits.							
10	Convert to metric measurement.							
11	Determine clearance, relief, and rake of cutting tools.							
12	Determine material strength according to standard raw stock sizes.							
13	Take micrometer readings.							
14	Use machining handbooks, charts, and tables to aid in mathematical calculations.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	C. DESIGNING AND PLANNING MACHINE WORK							
01	Make sketches of parts to be machined.							
02	Perform layout for precision machine work using layout instruments.							
03	Perform layout for precision machine work using milling machine.							
04	Inspect, remove, and replace part(s) for repair or machine work.							
05	Refer to technical orders, standards, and specifications for machine work.							
06	Test for hardness.							
	D. PERFORMING METALWORK OPERATIONS							
01	Clamp work in holding device							
02	Cut metal stock.							
03	Fabricate special metalworking tools.							
04	Heat treat metal.							
05	Operate cylindrical grinder.							
06	Operate hone.							
07	Perform bench filing.							
08	Polish metal.							
09	Using depth gages							
10	Measure with dial test indicator.							
11	Check layout with gage blocks.							
12	Determine accuracy of precision measurement instruments with gage blocks.							
13	Measure with height gages.							
14	Measure with sine bar.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	E. PERFORMING BENCH WORK							
01	Cut materials with hand hacksaws.							
02	Cut threads with hand taps.							
03	Cut threads with dies.							
04	Disassemble and assemble parts.							
05	Hone and lap surfaces.							
06	Hand sharpen cutting tools with abrasive stones.							
07	Ream holes with hand reamers.							
08	Remove and replace helical coil wire screw thread insert (STI).							
09	Remove damaged screws and other non-hardened threaded hardware.							
10	Work and shape metal.							
	F. OPERATING DRILL PRESSES							
01	Center punch hole location							
02	Consider material of workpiece to be drilled.							
03	Counterbore to depth specified in blueprint.							
04	Countersink hole to drawing requirements.							
05	Determine holding technique.							
06	Drill hole to size.							
07	Mount and secure work in holding device.							
08	Ream hole to size.							
09	Sharpen drill using grinding wheel.							
10	Sharpen drill bit free hand against grinding wheel and check for sharpness.							
11	Select tool or cutter for drill press operation.							
12	Secure tool or cutter in drill press spindle.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
13	Select sleeve to suit drill.							
14	Set drill press for proper feeds and speeds for operation performed.							
15	Spot-face workpiece.							
16	Use tapping attachment to tap hole.							
17	Hand tap hole to blueprint specifications.							
18	Use automatic feed on drill press.							
	G. OPERATING GRINDING MACHINES							
01	Attach and align materials for grinding operations.							
02	Balance grinding wheel.							
03	Cut off or part materials with grinding machines.							
04	Dress and true grinding wheels.							
05	Inspect grinding wheels.							
06	Measure, inspect, and rework workpiece on grinding machines.							
07	Perform grinding machine operations as per setup.							
08	Polish with grinding machine.							
09	Select and set speeds and feeds of power feed grinders.							
10	Set up and perform surface grinding operations.							
11	Set up grinder and sharpen plain milling cutters.							
12	Set up, grind, and sharpen preshaped lathe tools.							
13	Set up grinder and shape chisels.							
14	Set up grinder to run workpiece between centers.							
15	Set up grinder to run on magnetic chuck.							
16	Use utility grinder.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	H. OPERATING LATHES							
01	Align lathe centers using approximate method.							
02	Align lathe centers using accurate measurement.							
03	Bore holes with lathe.							
04	Counterbore holes with lathe.							
05	Countersink holes using lathe.							
06	Using compound rest, cut short external tapered surfaces.							
07	Cut internal threads with lathe.							
08	Cut external threads with lathe.							
09	Cut internal tapered surfaces.							
10	Die cut threads with lathe, hand threading.							
11	Die cut threads with lathe using die heads.							
12	Drill holes with lathe.							
13	Set up lathe and face workpiece held in a chuck.							
14	Measure stock.							
15	Perform contour, angular, or radii cuts with lathe.							
16	Perform lathe filing.							
17	Perform lathe filing to deburr part.							
18	Perform spinning operation using forming tool.							
19	Ream holes with lathe.							
20	Rechase threads on lathe.							
21	Rough cut and finish cut with lathe.							
22	Knurl parts with lathe.							
23	Secure tool holder, fixtures, or attachments.							
24	Select and set speeds and feeds.							
25	Set up engine lathe.							
26	Set up turret lathe for operations.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	H. OPERATING LATHES (continued ...)							
27	Tap threads with lathe.							
28	Set up tool post grinder.							
29	Perform grinding operation.							
	I. OPERATING MILLING MACHINES							
01	Align milling machine fixtures.							
02	Align milling machine attachments.							
03	Assemble completed mill work.							
04	Bore holes with milling machines.							
05	Bore to finish bushing.							
06	Bore to remove bushings.							
07	Cut external keyway.							
08	Drill holes with milling machine.							
09	Duplicate on the profile milling machine.							
10	Inspect completed mill work.							
11	Mill an angle.							
12	Mill an external radius.							
13	Mill cylindrical work.							
14	Mill gears.							
15	Mill internal slots using slotter and attachments.							
16	Perform end milling.							
17	Perform flycutting operations.							
18	Perform form milling.							
19	Perform indexing operations.							
20	Perform reaming operations.							
21	Perform cutting-off operations.							
22	Perform straddle milling operations on the horizontal mill.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	I. OPERATING MILLING MACHINES (continued ...)							
23	Select and set speeds and feeds for milling work.							
24	Square up metal using dividing head.							
25	Square up metal using table vise.							
	J. OPERATING POWER SAWS							
01	Cut and weld bandsaw blades to insert for contour sawing.							
02	Measure material and cut off material with power hack saw.							
03	Determine type of material to be sawed.							
04	Remove and replace saw blades.							
05	Sawing with a metal band saw to scribed lines.							
06	Select and set speeds and feeds for sawing operations.							
07	Select appropriate blades.							
	K. OPERATING PRESSES							
01	Set up and punch materials with press.							
02	Select accessories and attachments for press work.							
03	Set up press and assemble parts with presses.							
04	Set up press and disassemble parts with presses.							
05	Straighten miscellaneous parts with presses.							
06	Set up, remove, and replace parts with presses.							
	L. OPERATING SHAPERS							
01	Align shaper attachment, workpiece, and cutting tool.							
02	Select and set speeds and feeds of shapers.							
03	Select, shape, and sharpen cutting tools for shaper operation.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	M. PERFORMING PRODUCTION MACHINIST LINE WORK							
01	Remove and install pins.							
02	Remove defective splines and replace with new splines.							
03	Remove frozen or seized parts.							
	N. MAINTAINING MACHINES AND TOOLS							
01	Inspect and change drive pulleys or belts.							
02	Clean and store hand tools, cutters, fixtures, jigs, or attachments.							
03	Install, level, and fasten down machines.							
04	Remove machine parts.							
05	Replace and adjust machine parts.							
06	Inspect and remove, replace, or adjust machine guards.							
07	Scrape and paint machines.							
08	Inspect and repair hand tools.							
09	Store grinding wheels.							
10	Store precision tools.							
11	Perform maintenance on lathe.							
12	Perform maintenance on milling machine.							
13	Perform maintenance on drill press.							
14	Perform maintenance on grinder.							
15	Perform maintenance on bandsaw.							
16	Select coolants, cutting oils, or compounds for machining operation.							
17	Clean arbor presses.							
18	Lubricate arbor press.							
19	Clean hydraulic press.							
20	Lubricate hydraulic presses.							
21	Inspect arbor presses for safe operational condition.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	N. MAINTAINING MACHINES AND TOOLS (continued ...)							
22	Inspect hydraulic press for safe operational condition.							
23	Inspect work area for safe working environment.							
	O. MAINTAINING SHOP FACILITIES AND WORK AREAS							
01	Dispose of scrap metal, chips or shavings, and trash or waste materials.							
02	Perform custodial tasks.							
03	Clean and maintain work and adjacent work areas.							
04	Paint facilities.							
05	Sweep and clean shop facility.							

PLUMBING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station: Competency Developed
	A. ORGANIZING AND PLANNING						
01	Assign plumbing crews to tasks.						
02	Determine local requirements for plumbing system construction.						
03	Compute the costs for plumbing supplies.						
04	Determine performance standards for tasks.						
05	Determine performance standards for tasks.						
06	Plan or schedule work assignments.						
07	Write plumbing contracts.						
08	Plan safety programs.						
09	Secure permits for installation of plumbing systems.						
	B. DIRECTING AND IMPLEMENTING						
01	Develop or improve task performance.						
02	Inspect plumbing systems.						
	C. INSPECTING/EVALUATING						
01	Size water supply systems.						
02	Evaluate tasks performed for compliance with work standards.						
03	Evaluate individuals for promotion.						
04	Evaluate procedures for storage or inventory of plumbing fixtures and supplies.						
05	Evaluate work schedules or work load requirements.						
06	Take inventory of plumbing fixtures and supplies.						
	D. TRAINING						
01	Conduct on-the-job training.						
02	Demonstrate the use of equipment or tools.						

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	E. JOINING PIPE							
01	Bend copper tubing with spring bender.							
02	Bend steel pipe.							
03	Bend steel pipe.							
04	Braze pipe with gas torch and filler metal.							
05	Join cast-iron soil pipe, using lead and oakum.							
06	Cut cast-iron soil pipe with snap-type chain cutter.							
07	Cut concrete pipe.							
08	Cut copper tubing and pipe with hacksaw.							
09	Cut copper tubing and pipe with tubing cutter.							
10	Cut steel pipe with 4-wheel pipe cutter.							
11	Cut steel pipe with one-wheel cutter.							
12	Join cast-iron pipe to clay pipe.							
13	Wipe clay pipe joints.							
14	Join clay pipe with couplings.							
15	Join copper tubing to brass pipe.							
16	Join copper tubing/pipe to copper pipe/tubing.							
17	Join copper tubing/pipe to plastic pipe.							
18	Join copper tubing/pipe to plastic pipe, using sweat method.							
19	Join copper tubing to steel pipe.							
20	Join copper tubing with compressed connectors.							
21	Join pipe with no-hub or band clamp couplings.							
22	Join plastic pipe to cast-iron pipe with no-hub couplings.							
23	Join plastic pipe, using solvent cement method.							
24	Join plastic pipe to steel pipe.							
25	Join steel pipe to cast-iron pipe with no-hub couplings.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	E. JOINING PIPE (continued ...)							
26	Thread steel pipe with adjustable die.							
27	Thread steel pipe with non-adjustable die.							
28	Thread steel pipe with power-driven vise stand.							
29	Join pipe with electric arc welder and filler metal.							
	F. INSTALLING HANGERS AND SUPPORTS							
01	Install pipe sleeves or thimbles through walls, ceilings, or floors.							
02	Secure with hangers horizontal and vertical lines of pipe to masonry surfaces.							
03	Secure with hangers horizontal and vertical lines of pipe to metal surfaces.							
04	Secure with hangers horizontal and vertical lines of pipe to wood surfaces.							
	G. BUILDING WATER DISTRIBUTION LINES							
01	Install booster pumps in water supply lines.							
02	Install cut-off valves.							
03	Install cut-off valve in stop-and-waste box.							
04	Install expansion joints.							
05	Install hot or cold water storage tanks.							
06	Install lawn sprinkler systems.							
07	Repair make-up water components on water cooling towers.							
08	Install pressure relief valves.							
09	Install water circulating pumps.							
10	Insulate water lines.							
11	Make water pressure tests on water supply systems.							
12	Rough-in water supply lines for bathtubs.							
13	Rough-in water supply lines for wall-mounted urinals.							

PLUMBING

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	-4- Competency Developed
	G. BUILDING WATER DISTRIBUTION LINES (continued ...)							
14	Rough-in water supply lines for water closets.							
15	Rough-in water supply lines for water heaters.							
16	Lay out trench lines.							
	H. BUILDING DRAINS							
01	Backfill trenches.							
02	Calculate the slope required for building sewer lines.							
03	Install drain pipe in trenches.							
04	Establish grade lines for installing plumbing.							
05	Install cleanouts on drains.							
06	Install float valves on water cooling towers.							
07	Install overflow pipes on water cooling towers.							
08	Install septic tanks.							
09	Install storm drains.							
10	Lay out house drains.							
11	Make water tests on building drains.							
12	Rough-in waste lines and vents for bathtubs.							
13	Rough-in waste lines and vents for built-in lavatories.							
14	Rough-in waste and vent lines for dishwashers.							
15	Rough-in waste and vent lines for floor-mounted water closets.							
16	Rough-in waste lines for shower baths.							
17	Rough-in waste lines for wall-mounted urinals.							
18	Prepare a tripod and a transit level for use.							
	I. INSTALLING TRAPS AND CLEANOUTS							
01	Install acid-proof traps.							
02	Install garbage disposal units.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	I. INSTALLING TRAPS AND CLEANOUTS (continued ...)							
03	Install grease interceptors in waste lines.							
04	Install waste sinks for food-handling equipment.							
	J. INSTALLING VENTS							
01	Install soil or waste back vents.							
02	Install vent terminals (roof-flashing).							
	K. INSTALLING FIXTURES							
01	Install built-in lavatories.							
02	Install dishwashers.							
03	Install drinking fountains.							
04	Install electric water heaters.							
05	Install flush value-type water closets.							
06	Install gas water heaters.							
07	Install washing machines.							
08	Install shower bath accessories in ceramic tile baths.							
09	Install tank-type water closets.							
10	Install bathtubs.							
11	Install wall-mounted lavatories.							
12	Install wall-mounted urinals.							
	L. INSTALLING HOT WATER/STEAM SYSTEMS							
01	Install water system components for hot water heating coils.							
02	Install temperature and pressure relief valves on boilers.							
03	Install check valves on water feed lines.							
04	Install package boilers.							
05	Install strainers in condensate return lines.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	L. INSTALLING HOT WATER/STEAM SYSTEMS (continued ...)							
06	Join branch mains to main steam piping.							
07	Perform leak tests on gas supply lines.							
	M. MAINTAINING PLUMBING SYSTEMS							
01	Clean and adjust gas burners.							
02	Check steam pressures for boiler malfunctions.							
03	Clean deposits from boilers.							
04	Clear obstructions from lavatory drains.							
05	Remove obstructions from main drain lines.							
06	Remove obstructions from water closet drains.							
07	Replace lavatory trap drains.							
08	Repair leaking shower valves.							
09	Repair leaking water faucets or valves.							
10	Repair water flush valves on water closets.							
11	Clean steam pressure regulator valves.							
12	Install a prefabricated air chamber.							
13	Replace pressure control switches on water pumps.							
14	Replace a section of galvanized water supply line.							
15	Thaw frozen pipes.							

OFFICE OCCUPATIONS

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	A. ORGANIZING AND PLANNING							
01	Determine requirements and layout for office furnishing.							
02	Determine requirements for and utilization of equipment and supplies.							
03	Plan layout and makeup of materials to be printed, such as forms, catalogs, promotional materials.							
04	Plan work for yourself.							
	B. SUPERVISING AND IMPLEMENTING							
01	Prepare accident report.							
02	Prepare requisitions.							
	C. ORGANIZING AND PLANNING							
01	Plan and schedule work assignments and priorities.							
02	Assign work to others.							
03	Evaluate work of others.							
04	Train other clerical workers.							
	D. COORDINATING AND PERFORMING ACTIVITIES FOR EMPLOYER							
01	Prepare a day's schedule for employer.							
02	Schedule employer's trips.							
03	Prepare employer's business expense statements.							
	E. INSPECTING AND EVALUATING							
01	Decide on least expensive and most desirable way to communicate.							
02	Up-date filing system.							
03	Edit and review correspondence and reports.							
04	Inspect, verify, and correct data.							
05	Inspect material received for completeness and damage.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	F. MAINTAINING FILES AND LIBRARY							
01	Clip and collect magazine or newspaper articles pertaining to a designated subject.							
02	Establish a filing system.							
03	File materials alphabetically.							
04	File materials numerically.							
05	File materials geographically.							
06	File materials by subject.							
07	Retrieve materials from files.							
08	Cross-reference documents.							
09	Keep tickler or follow-up files of various kinds.							
	G. PERFORMING BOOKKEEPING AND ACCOUNTING ACTIVITIES							
01	Keep payroll records and write payroll checks.							
02	Collect outstanding debts.							
03	Compute gross pay.							
04	Compute balance column amount in ledger accounts.							
05	Keep petty cash account.							
06	Post directly to ledger from invoices, credit memos, or checks.							
07	Post (transfer) entries from journals to ledger.							
08	Prepare Federal tax deposits.							
09	Prepare employer's quarterly federal tax return.							
10	Prepare state unemployment tax return.							
11	Process accounts payable invoices.							
12	Reconcile bank statement.							
13	Record cash register or cash box totals from tapes or cash proof forms.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	H. PERFORMING CLERICAL ACTIVITIES							
01	Clean and oil office equipment.							
02	Endorse checks.							
03	Receive and process requisitions.							
04	Take sales orders in person.							
05	Provide information from maps/atlas.							
	I. PERFORMING COMPUTATIONAL CLERICAL ACTIVITIES							
01	Complete invoices.							
02	Complete monthly statements for customers from invoices.							
03	Complete monthly statements for customers from ledger sheets.							
04	Prepare vouchers.							
05	Pay vouchers.							
06	Compute cash discounts.							
07	Compute extensions.							
08	Deposit checks or cash in bank or cashier's office.							
09	Write checks.							
10	Keypunch data.							
11	Take inventory.							
	J. PERFORMING RECEPTIONIST ACTIVITIES							
01	Place telephone calls.							
02	Send telegrams or cablegrams.							
03	Greet callers and visitors.							
04	Answer the telephone.							
	K. PERFORMING MAIL ACTIVITIES							
01	Prepare parcels for mailing.							

Task Number	Task	Specific Related Instruction: Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	K. PERFORMING MAIL ACTIVITIES (continued ...)							
02	Locate zip codes.							
03	Process outgoing mail (other than bulk mail).							
04	Process outgoing bulk mail.							
05	Process incoming mail.							
06	Forward mail.							
07	Handle specialized mail.							
08	Keep postage meter record.							
09	Place postage on outgoing mail, using postage meter.							
10	Place postage on metered reply mail, using postage meter.							
	L. PERFORMING STENOGRAPHIC ACTIVITIES							
01	Compose correspondence.							
02	Take and prepare minutes of meetings.							
03	Take and transcribe shorthand dictation.							
04	Transcribe from recorded media.							
	M. TYPEWRITING							
01	Type pre-printed business forms.							
02	Type addresses on envelopes.							
03	Type tabular materials, such as tables, columns, or rows of figures.							
04	Type and correct offset masters.							
05	Type and correct spirit masters.							
06	Type and correct stencils.							
07	Type business letters.							
08	Type labels (file folder and mailing).							
09	Type manuscripts.							

Task Number	Task	Class	Lab	School Store	Observations	DECA	Training Station	Competency Developed
	M. TYPEWRITING (continued ...)							
10	Type memoranda (interoffice).							
11	Type postal cards.							
12	Type with justified right margins.							